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ABSTRACT

The practicum described in this report was designed to create a dynamic, functional media center with an interdisciplinary library skills program for students in kindergarten to grade 8 in a private Jewish day school in a residential neighborhood in a southeast coastal city enrolling 300 students. An additional goal was to use volunteers to organize the library collection. During the 8-month implementation period, the media center was brought to life with mobiles, student art work, murals, and posters. Chess games enlivened recess periods. A library skills game, a personalized library skills workbook, and special displays helped stimulate interest in the media center. More than 2,000 books were added to the collection, including a student-donated paperback collection of more than 500 books. A group of dedicated volunteers helped organize and maintain the collection. Parents visited frequently and utilized the center. A three-year plan was created to help acquire technological equipment. Observation, checklists, quizzes, and questionnaires, as well as frequent statistical counts, were used to determine the increase in the use of the resources. The report includes tables displaying information about the media center's budget, weekly circulation increases, and volunteer activities. Copies of library skills quizzes, the 3-year plan, and pre- and posttests given to staff and students to determine improvement in library skills are among the items appended. (Contains 35 references.) (Author/KRN)

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Developing an Active Media Center in a Jewish Day School K-8 Through Creative Management

by

Rhona Singer

Cluster 34

A Practicum II Report Presented to the Ed.D. Program in Child and
Youth Studies in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1992

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Rhona Singer under the direction of the adviser listed below. It was submitted to the Ed. D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

10-6-92
Date of Final Approval of Report

Georgianna Lowen mes
Georgianna Lowen, Ed.D., Adviser

ACKNOWLEDGEMENT

I would like to dedicate this report to
four of the most important people in my life:
To the memory of my father Milton Stein
who died during this practicum;
to my husband Norman and to my two children
Jessica and Ari who encouraged me
with their support and love.

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ABSTRACT

Developing an Active Media Center for a Private Jewish Day School K-8 Through Creative Management. Singer, Rhona S. (1992): Practicum Report. Nova University. Ed.D. Program in Child and Youth Studies. Exceptional Education. Descriptors: Media Specialists/ Media Centers/ Private School Issues/ Library Skills/ Jewish Day Schools/ Bilingual Education.Chess/ Murals/ Creativity/ Volunteers.

This practicum was designed to develop an active media center . The primary goal was to create a dynamic, functional facility with an interdisciplinary library skills program for students in Kindergarten to grade eight in a private Jewish day school. Additional goals were to incorporate volunteer service in order to organize the library collection.

Eight months of implementation at the target school integrated library skills with the development of the media center. The previously colorless facility became alive with mobiles and student artwork and projects. Chess games enlivened recess periods . Observation checklists, quizzes, questionnaires, as well as frequent statistic counts were used to determine the increase in utilization and understanding of the use of the determine the increase in utilization and understanding of the use of the resources. Innovative projects such as a 32' mural of a Mount Rushmore of all forty American presidents; a library skills game called "Media Mavens"; a personalized library skills workbook; and an "Admire Our Stars" wall all helped to stimulate interest in research and in the media center.

Outcomes were highly successful. More than 2,000 books were added to the collection, including a student-donated paperback collection of more than 500 books. Staff and students demonstrated competence in locating and usage of media resources. A group of dedicated volunteers helped organize and maintain the inventory. Parents frequently visited and utilized the center. A three year plan was written to facillitate technologically equipping the center. The media specialist was told that she gave the media center a soul.

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CHAPTER I

INTRODUCTION

Description of Work Setting

The setting for this practicum was a large new media center in a Jewish community day school located in a residential neighborhood in a southeast coastal city. Among the approximately three hundred students in kindergarten through grade eight, several were academically gifted. There were seventeen classes with an average of eighteen students per class. The enrollment had been increased by ten per cent from the previous year. The school philosophy was achievement oriented and university directed.

The target school was a private school which was funded by the parents, donations from the Jewish community and the Jewish Federation. The average tuition per child in 1991-2 was $3867. There were no discounts for twelve of the teachers who have children at the school. The average cost of educating one child was $6,600. In the previous year fifty-seven families received tuition assistance. (Appendix A.)

None of the students lived in the immediate district of the target school. Minimum commuting time by car was seven minutes each way. Maximum commuting time was approximately an hour each way. Students and staff lived in several different cities and communities ranging from lower middle class to very affluent. People living in the neighborhood of the target school were predominently middle class blue collar workers and retired citizens. To the south of the school was an interdemoninational cemetery. Across the street was a neighborhood public school which allowed the target school to use the school board "Pony" to transfer materials. The Pony is an express system that picked up and delivered materials within the public school system.

All of the students had at least one parent who is Jewish. One hundred and fourteen of the parents were in the professions of accounting, medicine or law. (Family directory). Most of the students were talkative, competitive and inquisitive. The majority of the parents took an active interest in their child's education by volunteering at the school and maintaining strong, open lines of communication with the teachers and staff. Ten per cent of the parents came from other countries, namely Israel, Russia, Canada and South Africa. At least eighty per cent of the parents were born and raised in another state and moved to the target state to be close to relatives, for health reasons, for the warm climate or for job relocation.

The school provided an intensive dual curriculum. In other words, the program was divided into two separate study areas. Seventy per cent of the curriculum was devoted to general academic studies. These courses, which were taught in English, included language arts, arithmetic, science, social studies, computers, art and music (K-5), library and physical education. The remaining thirty per cent were Jewish oriented courses, which were taught primarily in Hebrew, and included Hebrew language studies, Jewish history, traditions, prayer, literature and Biblical studies.

The Judaic curriculum catered to all three main branches of Judaism: Reform, Conservative and Orthodox. The school adhered to the philosophy of the Jewish sage Maimodines (c.1180) who taught that the highest commandment is the advancement of learning. The goal of the school was to provide a strong academic background combined with a well-rounded Jewish identity and a commitment to Jewish values and traditions.

The target school was founded in 1973 and moved to the present eight acre property in 1982. The buildings were all one story except the administration building which had a second floor. The exteriors had a quality stucco finish and the property was well maintained.

The media center was the largest part of a new two million dollar, twelve thousand square foot addition to the school. This past year was the first year the new building had been used. The former library was initially used in a room that was later designated for the computers and subsequently became the music room. Access to the new building, was via double doors located approximately twenty feet back from the front door of the new building. To the right of the double glass doors of the media center stood an eight foot triangular shaped glass display case which had housed a dead cockroach for the past year but had been designated the future site of a sculpture. The media center included a main reading room which was large enough to accommodate at least two classes and was also used for library skills instruction. At the immediate right side of the entrance was a small room that had been used for remedial education. To the left of the remedial room, was an 8' by 10' office for the media specialist. Along the left wall as one entered the office, was a desk with a wall sized window above it, which looked out over the whole media center. There was a telephone , an Apple Macintosh Classic computer, and Imagewriter II printer. two file cabinets, a sink, counter and over the counter bookshelves. To the left of the office was another small windowless enclosure located behind the check-out desk which was used by the teacher of the Russian students.

There were three large windows on two of the interior walls. The media specialist had not been able to determine the reason for either set of windows. To the right of the media center, in the new building, were six classrooms for the middle school (grades 6-8). As one entered the new building and turned to the left of the media center, there was a computer lab which could accommodate 22 students. Down the hall was a modern science lab that could accommodate 24 students. To the right of the science lab was a door to the faculty area. Adjoining the left windowed wall of the media center was another door to the large faculty area which contained a staff bathroom, kitchen, and work and lounging area.

The media center contained six new wood tables with four chairs per table. With bookshelves to match the furniture, skylights along the length of the center and blue gray carpeting with wine chair coverings, the room had an expansive, clean professional appearance. The heart of the media center was the library with approximately 5,500 books. (Table 1).

Table 1

Inventory of Library Collection

Book Category	Quantity		
REFERENCE	542		
JEWISH REFERENCE	130		
JUDAICA	1,245		
GENERAL COLLECTION			
Fiction	560		
General Works	38		
Philosophy	32		
Religion	23		
Language	8		
Pure Science	316		
Social Sciences	256		
Technology	206		
The Arts	187		
Literature	251		
History	572		
Biography	360		
EASY BOOKS			
Fiction	606	MAGAZINES (42 different titles)	145
Non-Fiction	258		
TOTAL	5590	(excluding magazines)	

About one fifth of the collection related to the Hebrew curriculum or were of Jewish content. There were three vertical shelves which contained books on Judaica. Except for the Reference sections and the Easy Book collections, the shelves were only one-eighth to one half filled. Many of the books had hand-written codes on the spines which were not compatible with standard identification. The Reference sections had up to date encyclopediae for both the General and Judaic sections but the books in the reference section were not in order nor were they cataloged according to the Dewey Decimal System. Approximately half of the body of the library and the easy book collections were cataloged according to the Dewey Decimal System but the remainer were not cataloged. There was considerable room for growth.

Along the far right wall were six computer stations with two working computers. In addition, there was one vertical filing cabinet, periodical shelves and the card catalog. There were four doors leading into the media center: the front doors, one from the remedial room, one from the teacher's lounge and one to the right of the center which leads to a hall. To the right of the hall was an audio-visual equipment room, approximately 20' by 15', containing shelves along the sides and in the middle which held several broken computers, overhead projectors, an interactive video unit, some televisions, VCR's, records and tapes. Nothing in the room was cataloged.

Staff Description

The acting executive director held both a Master of arts degree and a Specialist (Administration) degree in Education. She had had several years experience as a principal and had been at the target school for five years, four of which were as assistant director. She became acting executive director last year when the former director did not return to the school after the fall term. She had maintained calm when there had been considerable internal political conflict.

The Jewish studies co-ordinator had a number of years of experience as a Jewish educator overseas and in the United States. She also began her position in the winter of this past year after moving south from the northeast.

There were thirty-one teachers and aides. All of the teachers were professional educators. Members of the faculty who taught art, music and computers also taught other subjects in the school. Most of the teachers had had specialized training in their respective fields. The acting executive director of the school and six of the general studies teachers were not Jewish. It was highly unusual for a Jewish day school to have a non-Jewish director but the Board of Directors could not find a suitable candidate to accept the position due to the reputation for political conflict. After a successful period of probation, the acting director of the school was offered the position of executive director, which she accepted under the terms of a three year contract.

The full staff was comprised of three categories of personnel: The Administrative Staff which included the Acting Executive Director (the Principal), Jewish studies Coordinator, Business Manager, Community Affairs Coordinator, Administrative Assistant, Purchasing Agent, Bookkeeper, Secretarial Staff (2); a Faculty of 31 Teachers, and Aides and Maintenance and Support Staff (3). Kosher lunches were provided by a catering company which supplied its own staff.

Teachers were encouraged to phone parents reguarly to discuss the child's progress and there were compulsory parent/teacher meetings to discuss report cards. If a parent did not attend this conference, then the report card was not sent to the home. During the year there were several events, such as at the Education Open House, the Science Fair, and the International Festival, at which the parents interacted with the staff and other students. Many parents joined their children for lunch and special classroom activities.

Although the salaries were considerably lower than the salaries of public school teachers, the target staff frequently worked overtime, were compassionate, worked quite well together, and were dedicated to teaching a quality secular and Jewish education.

Role of the Writer

The writer had two children who attended the school. Her son was in the third grade and her daughter was in grade six. As both parent and teacher, she was in a unique position to observe and participate.

The writer had had a diverse educational background. In 1965, before attending university, she spent a year in Israel where she was a volunteer teacher in Jerusalem, working with underprivileged children. She also worked on the campaign committee to elect Teddy Kolleck as mayor of that city. She was interviewed by a writer for the nation's leading newspaper and a favorable article about her experiences was published. Her first degree, in Education, came from Canada's primary university in a northeast province. She was a member of the Gold Key Society, President of the graduating class, worked on the school newspaper, and headed the Language Arts department for a yearly public exposition for which there was considerable positive media coverage. She was one of the top student teachers in her final year. The following year she taught general studies to seventh grade in a private Jewish day school in a large Canadian city. She became a student again while she was teaching and her BA was awarded by a prominent southeast Canadian university where she studied the Classics, Children's literature, Science fiction, Art History and Psychology.

The writer returned to Israel where, in 1971, she won a scholarship, studied Hebrew, and was trained and licensed as a government Tourist Guide. She spent two years working and teaching in Israel. She returned to North America and studied Fine Art in Canada's largest city. She married an American, and lived for several years in California. She subsequently earned another BA in Fine Art from a southwest university in the United States. She participated in several art shows during that period and received positive critical reviews. Her graduate studies were in Education and Psychology at two universities on the west coast of the United States.

While in school, the author taught in public and private schools, worked in the university library, took courses in media development including radio and TV interviewing, broadcasting and computer technology. She designed and manufactured childrens' educational puzzles in Hebrew and English. Copies of her work are found in many toy stores.

She has been an active member of the local art league and is a member of several environment awareness associations. She recently completed workshops in Native American spirituality and perspectives, and visited numerous educational facilities for minority groups in the southwest.

Three years ago, after major back surgery, the writer and her family moved to her present community where she purchased a dilapidated historic property, remodeled it and fulfilled a dream of owning and operating an educational toy and book store.

At the same time, she organized and taught an after-school Art club for students in the target school. This led to her being brought on the staff, in a non-paid position, where she designed, organized and implemented an art program in the target school for primary grades. Her classes were the only formal art education offered to the students and her implementation served as her first practicum for her doctorate in Education at Nova University in which she increased drawing skills for primary students in a private Jewish day school.

Her students' art work was selected to be displayed at prominent shopping centers, an international airport, a regional medical center and at the building for the Council for the Arts. The students were invited to the openings for their shows and were very proud to see their work publicly displayed. Public response was excellent. Adults readily began to perceive the work as "real" art which was professionally framed and not just as other pieces of "refrigerator art". Complimentary newspaper articles with photographs excited the children, their families and members of the school. The program taught lifelong skills and increased self-esteem, and the parent association showed their appreciation by buying easels, as requested by the teacher, for the art room.

As the writer was nearing completion of her first practicum at the end of the fall of this past year, she heard that the school's media specialist was transferring to the public system. She applied for the position and was hired with full salary. As she had not actively worked as a full-time teacher for almost fifteen years, she looked forward to her new challenge with anticipation and excitement.

The target school had never had a media specialist who was an educator. Students had become accustomed to a weekly library class during which they socialized, used the time as a study hall or watched movies. The writer faced considerable hostility from the middle school students when she told them that the honeymoon was over and advised them that they would be having formal classes in library skills.

The writer, as a new media specialist, was hired to work five days a week, from 7:30 to 4:30, and teach the full art program as well as library skills to kindergarten through grade eight. She thought that since Chess was her hobby, and because she was in school almost an hour before and after school, it would be stimulating to begin a Chess club, and possibly interest a few students to play before or after school. Almost from the first day that Chess was brought into the media center, interest changed to excitement, and by the end of the first month as many as sixty students were playing Chess each day. This level of participation continued until the end of the school year. Parents donated sets and one family donated ten wood cigar boxes to store Chess pieces since the cardboard boxes were falling apart from continuous use. Much to the writer's surprise Chess was offered as an elective subject for middle school students.
As a result, the Chess club as it came to be known, became quite popular, attracting the majority of middle school students, attracting more than Aerobics, Art or the Spanish classes. Sixteen male middle schoolers enrolled.

The school had had constant financial difficulties. In the past year, one of the parents consulted with the writer about the possibility of holding a luncheon to collect funds for the media center to purchase a computer system and new books. Such a luncheon was organized and the writer introduced the main speaker. Close to ten thousand dollars were eventually collected and all of this money was dedicated for media center use. The media specialist had to prepare a proposal for the expenditure of this generous budget. Upon approval to implement the major practicum, the budget proposal was submitted to the business manager and executive director for approval and then purchase orders were cut. (Table 2).

Table 2

Proposed Budget for Media Center 1991-1992

Magazines (45 titles)	$ 600
New Books	
Fiction- 50 books @ $8	400
Science- 60 books @ $10	600
Reference- 20 books @ $15	300
Biography-50 books @ $10	500
Social Studies- 50 books @ $10	500
Easy Books	
Fiction-75 books @ $5	375
Non-fiction-75 books @ $8	600
Judaica	
Fiction-60 books @ $10	600
Non-fiction-100 books @ $15	150
Total New Books	$4625
Follett Circulation System	$2500
Catalog and Spine Printing program	350
Display Cabinet	1000
Bean Bag Chairs- 24 @ $20	440
Supplies for Media Center	1085
Total	$10,000

The duties of the writer during the implementation period were to: serve as the Media Specialist of the target school Mondays to Fridays from 7:55 A.M. until 4:00 P.M.; teach forty-five minute library skills classes to all grades each week from kindergarten to grade eight; determine media needs and prepare a proposal for the budget of the media center; prepare requests for the purchasing agent; obtain purchase orders; requisition books and other media; interact with suppliers; teach art to three classes of grade three, four and five for forty-five minutes each week; serve on lunch duty patrol for forty-five minutes six times a week and after school duty on Fridays for a half an hour; organize and implement art projects for the auditorium as requested; teach chess three hours a week as an elective for middle school students; and perform all clerical duties such as typing, filing, shelving books, organization, and cataloging. (Appendix B).

The writer's role during her first semester was complicated by her double duties as media specialist and art teacher. Since the art classroom was located in another building, there was just not enough time to set up either art or library classes nor to clean up after class. Frequently the writer was seen running between buildings simultaneously trying to pull her smock on or off of her head on the way to and from classes. Her hands changed color each week as remnants from the art lessons were carried into the library in spite of fast scrubbing, seconds before the students entered the media center and frequently after they had entered the class.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem at the target school was a lack of activity in the media center. Staff and students were unfamiliar with the resources available to them in the center. They were not utilizing the resources.

There were not enough books in the library. The existing inventory was under 6,000 with a capacity for at least double that number. Many of the books were donations from home libraries. Consequently there were several copies of certain books, generally best sellers by Jewish authors, with content too mature for an elementary and middle school library. In addition, none of the donated books had library bindings and many fell apart after being checked out a few times. Because there were only two or three award winning books, the collection did not meet the reading standards of academically gifted students and advanced readers. Most of the Easy Books were too immature for kindergarten students who arrived at school already reading.

There was no computerized system. Although the collection of books was relatively small, it was nevertheless important to initiate an organized system to maintain closer inventory control. Considerable time was being wasted on organizing the files by hand, and hand typing the catalog cards and spine labels. There was no inventory control except for the catalog card file.

Most of the computers were not functional and were taking up space that could be better used by interested students. None of the equipment was cataloged. Much of the equipment in the audio-visual room was either in need of repair, outmoded or beyond repair. Computers with modems were needed for a more modern media center to alert staff and students to new technological information that was frequently updated.

There had been very little money in the operating budget to buy media center supplies. The media specialist had been told that although the operating budget for the center was a generous $10,000, it had been donated by parents specifically for books and a computer system. Because this school received no funding from the government, there were constant appeals to the parents for money. These appeals were a problem because many parents were struggling financially in order to pay their child's tuition. Additional appeals caused resentment and frustration.

Very few students knew how to use the card catalog because they had never been taught fundamental library skills. When told that a requested book was filed in the card catalog, the student often whined, and complained that he/she couldn't find the book.

Children from grades two to eight were unfamiliar with the reference shelves. They were not knowledgeable about the Dewey Decimal System. Student problems were compounded even further as approximately half of the books in the collection did not have catalog cards.

There was a need for students to display their book reports, collections, class projects, poetry and art work in the media center. There was considerable wall space but there were no display cabinets. There was very little artwork on the walls of the media center.

Although there was considerable space available for student readers, there were no comfortable chairs for the students to sit in during reading time. It was very uncomfortable for the students to sit on the thin indoor/outdoor carpeting during story time. This was a facility and budget problem. This lack of seating had not been given enough attention or priority in the budget.

There were very few student and parent volunteers to help the media specialist operate the library. Parents and students both had used the media center for socializing. There was no money in the budget to pay a helper to do clerical work. This was an education, training, enlightenment and budget problem.

There was severe disregard for property. Senior students disregarded signs that no food or drinks were allowed in the media center. Candy wrappers, soft drink cans and milk cartons were found behind the shelves. Students misplaced books on the shelves. Pieces of paper were strewn on the floor. Markers and crayons had been used on the surface of the tables. Drinks had been spilled on the new carpet. There was a need for establishing discipline and instilling a sense of respect for property. This was an education and ethical problem.

Because of the specific nature of the target school, in that it catered to a minority population, there had not been enough expoure to contemporary media that dealt with the issues confronting Jewish youth with regard to Anti-semitism, American identity, Jewish identity and Middle East politics. More information had to be offered in establishing identity and working within the community.

Except for the primary grades, few students checked books out for pleasure reading. Newspapers, magazines and periodicals within the media center were not read by staff, students or parents. Because of an intensive dual curriculum, the students and staff rarely had time to relax and socialize. Staff and students had not been utilizing the media center for relaxing activities such as leisure reading. The students were highly competetive among themselves and their classmates. The students had to answer to demanding teachers and their parents who were paying for what they considered to be the best education available for their children.

Since the target community expected and demanded excellence, there was considerable tension for everyone, staff and students, to continually strive to achieve high results. The teachers had to answer to an organized, efficient, professional administrative staff who had the highest expectations of their faculty and to a demanding community of parents and grandparents who anticipated and expected the best for their children. The administrative staff in turn, had to answer to a demanding, political and aggressive board of directors.

The acting executive director was not Jewish and therefore had no experience with the diverse problems concerning media needs for a dual curriculum. In addition, the Jewish studies co-ordinator had been a Judaic teacher without administrative experience. Neither administrator had the experience to direct the media specialist in the development of the media center.

The problem in the target school was an inactive media center. Neither the staff nor students were utilizing the resources. The available media was inadequate for the size and dual curriculum of the school.

Problem Documentation

Verbal interviews with staff and students indicated that they were not familiar with the resources in the media center.

A log kept by the media specialist showed that the center was used by teachers only for major assignments.

The media center was only opened last year. Based on observation and the card catalog, the shelves needed more appropriate books. According to lists of requested titles kept by the media specialist, ninety-five per cent of requested titles were not in the library.

A library skills checklist given to grades two to eight demonstrated that the students had very poor library skills.
(Appendix C).

Findings based on answers to a questionnaire given at the beginning of the media specialist's employment, indicated that only 30 out of 140 students used the media center beyond the library skills class held once a week and half of these students utilized the time to socialize. (Appendix D). Only 20 students knew where to find a certain book. When asked if they enjoyed coming to the media center only 72 replied affirmatively. (Table 3).

Table 3

Summary Results of Student Questionnaire

140 students (grades 2-8) responded

Question		Yes Responses
1. I use the library more than once a week		30
2. I use the media center for:	a. homework	2
	b. study/test	4
	c. research	5
	d. find a book	1
	e. read	2
	f. computer	8
	g. socializing	15
3. I think the media center is well organized		133
4. I can find requested books		20
5. I can play Chess		25
6. I want to learn how to play Chess		97
7. I would play in an after-school Chess club		42
8. I would like to play Chess		average 3 times a week
9. I would play in tournaments with other schools		80

Causative Analysis

Causes for insufficient utilization of the media center were varied. According to veteran teachers, former media specialists were not teachers. Library classes were used as study halls and as a place to socialize. In the early 1980's the first books were carefully cataloged and well organized but there was no media center. There was considerable hostility from students in grade three to grade eight who suddenly lost their expected study or free period when the present media specialist began her classes.

The heavy demands of a dual curriculum left little time for reading for pleasure or relaxing. Many students had verbally equated that interaction with all books was work. They had not been introduced to a quiet, luxurious opportunity to curl up and read in school.

It was the first time that a media specialist could address the needs of both the English and Hebrew staff because of her past experiences in Israel and considerable fluency in the language. Because the former librarians were not fluent in Hebrew, they missed a tremendous number of resources that were currently available in specialized catalogs. Therefore the current selection of media for the Hebrew department was very sparse.

No Hebrew books were checked out for pleasure reading by staff or students. They were not exposed to modern Hebrew authors and poets. Some Hebrew newspapers had just been ordered for the school. Because the courses that were taught in Hebrew concentrated on Biblical literature, traditions and prayer there was little if any exposure to the contemporary use of the language. Very few resources in Hebrew were available in the center but there was a plethora of information and resources available in catalogs. There were very few modern materials in Hebrew which were of interest to American students who were studying Hebrew as a second language.

The curriculum had not sufficiently addressed the needs of an academically gifted population. The target students became apathetic and bored when not given guided intellectual stimulation. There were no learning centers available for independent research. Several of the students complained that they were bored and frankly they needed to be more intellectually challenged. Except for mathematics there were no enrichment activities for academically advanced students.

Insufficient time had been given to developing fluency in foreign languages. The students at the target school already spent thirty per cent of their school day immersed in communicating in Hebrew. Most of the Hebrew was related to biblical studies. The students had few opportunities to speak the modern language in a modern setting. Except for Spanish 1 &2 being offered to a small number of students as an elective in middle school, no other exposure to foreign languages was offered. There was no money in the budget to hire another language teacher.

The classes were numerically small and the students felt physically and socially restricted. While there were definitely advantages to small class size, the close proximity for study and socialization was often difficult for middle school students. These students, who had often been together from kindergarten, frequently got on each others nerves and interacted as siblings. There were no intermural activities during school hours to give students exposure to other faces or allow them to develop new friendships.

The inventory was not uniformly cataloged. There was no computer system and many of the books had Dewey decimal information on the spines that had been hand lettered. Several of the cards had not even been entered into the card catalog because there had been no time to do it. Half of the books had no catalog cards. The media specialist had to teach all of the classes and with the considerable extra duties did not have the time to perform the necessary clerical duties. There had been very few volunteers to help.

Relationship of the Problem to the Literature

Professional educators in the field of media skills had written about the issues currently relating to the media center. One of the major concerns was the importance of teaching library skills.

Stripling (1985) stressed the fact that library skills will last a lifetime. More attention had to be paid to setting the proper environment. In addition, students needed more opportunities for successful reading.

One problem media specialists confronted regularly was the integration of the general studies curriculum into the library skills curriculum.

How did one make library skills interesting.? Guide books by Lakritz (1989) and Lewis (1990) addressed the need for review and reinforcement.

Rankin (1988) and Krapp (1988) offered routes to improve critical thinking skills. Rankin recognized that educators "want students to think, but we allow them almost no time to do so." (p.28). She suggested that students be given time to plan their research strategy before blindly attacking shelves for information. Her plan was to allow students time to think about how they will collect their material. She recommended that the students make lists of facts they thought they already knew about the subject they were researching, then the students should have listed facts they thought were correct, but weren't certain. The next stimulating question challenged the student to list what they didn't know about the subject but what they would like to have known. Rankin stated that students should have been made aware of various planning formats such as list-making, webbing, which was free-floating expression, or prose. Various possibilities should have been examined before decisions were made. She expected students to experiment with different thought processes and then evaluate their plans. Rankin called her process of allowing students time to think, developing a plan and making an evaluation to "meta-cognitate". She concluded that this process increased both enjoyment and skill development.(p.29)

Students were not being taught a systematic approach to critical thinking as suggested by Krapp (1988). Library skills needed to be taught with a critical thinking approach. Too often the child did not understand the nature of the problem at hand. Research was not a matter of memorization but of understanding the topic and of attaining the knowledge of where information was found and how it was recorded. Too often the librarians didn't see the results of the research and were frustrated by the students' frustrations.

Research skills were taught as an addendum rather than as a foundation (Dewes, 1987). The education system would have been enhanced if more educators recognized that teaching children how to search for the answers and how to find them were honorable goals. Once again one was confronted with the old question of whether a student was a lamp to be lit or a vessel to be filled.

Researchers were divided over the use of computers as an aid in teaching library skills. Edmonds (1989) questioned the effectiveness of the computer programs, especially if the programs were not age appropriate. Several programs had too many screens and didn't have clear help messages.

Middle schools and junior high school students often had an attitude problem when asked to participate in a library skills lesson. It was difficult to communicate the importance of research skills to students in the turbulent rebellious teens. Schon, Hopkins, Everett and Hopkins (1985) conducted a program for junior high school students from seventeen schools. This experimental group participated in a six week library skills program which was designed to improve understanding, awareness, attitudes and utilization of the school library. The authors were aware that while many students actively use the resources in the media center, a substantial population does not. Educators often got bogged down determining curriculum. There was not enough attention paid to the issue of unmotivated children. One researcher, Grossnickle (1988), found that unmotivated children had a fear of failure and therefore often resisted taking risks. The child's desire to do well was contingent on the ability to achieve. Above all, it was imperitive that students who have known repetitve failure be taught how to achieve.

While most educators agree that every child was "gifted" in a unique way, there was not enough attention given to the individual needs of the academically gifted child. Badgley (1983) determined that more information was needed in the identification of gifted students. In developing a curriculum for gifted students, a specific bibliography had to be used. Motivation was a concern with this population and could be increased with an interdisciplinary approach.

As mentioned, individual needs had to be recognized. The media center was an arena in which the individual child could go in search of the self.

The problem was dissemination. Educators and parents needed to wonder who children were to emulate especially if there were poor role models at home. If one studied heroes and heroines in history as Kennedy (1987) suggested, one began to question why certain people achieved fame. Students needed to develop and use decision making skills in order to discuss power, ideals and consequences of behavior.

Some people became famous because of an abundance of money and therefore the supposed freedom and power that many people wished to have. Others gained recognition as the result of achievement, and the development of talent. Many questions had to be asked especially when surrounded by the greed in today's society. In the society of the target population, money was a major motivator. It became the great equalizer. Students were more politically and socially savvy than when their parents and educators were in school. Good grades no longer guaranteed good jobs. Students needed to examine possible career choices. They had to determine if money was a primary motivator aside from the need to make a decent living. They needed to ponder the meaning of individual happiness and what would constitute happiness for them. Students had to develop a value system which was practical and comfortable in order to evaluate and select among the many opportunities that life will bring. A library could have provided many answers and perspectives on these issues. There were not enough materials to stimulate the interest of the students in the target school.

The literature indicated that more creativity was needed in the library skills curriculum to make a workable, integrated, successful, enjoyable program. It had been demonstrated that when the media specialists took time to plan interesting, skill-building, intracurriculum related activities to incorporate ethnic awareness into the curriculum.

In a private Jewish day school there were several issues that had to be addressed. First of all, half of every day was taught in Hebrew. In Canada, Genesee (1978) wrote four reports on experiments in trilingual education in a Jewish day school. While Montreal was an ideal location for French immersion, the southeast coast of the United States offered some opportunities for speaking Spanish. The implications for trilingual education included cultural enhancement and development of language proficiency.

Secondly, Israel was considered the spiritual homeland for many Jewish people. There had been few modern resources about Israel that encouraged elementary students to identify with it. Fisher (1984) compiled a collection of reviews of trade books, films, recordings and free materials about Israel. Teachers expressed the need for timely resources about the country, the Middle East politics and opportunities for students to develop critical thinking skills in order to discriminate fact from fiction in the media.

A third problem was the sensitive issue of teaching the Holocaust. Teachers and parents were tentative about introducing the horrible reality that occurred to many nationalities and religious persuasions in this century. Most books on the Holocaust were too graphic when depicting the events. There were very few appropriate books for children available on this subject.

This issue was confronted by Posner (1988) as she discussed how symbolism can be used. She viewed the Holocaust as representing the evil in society when ethics, compassion, justice and rationality were abandoned in society. Posner stressed that care must be taken when teaching such sensitive material.

The literature collectively supported the need for more creativity in a Media center. Research had demonstrated that the needs within a private day school were diversified and required additional dimension in planning.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The primary goal of this major practicum was to develop an active media center in a private Jewish day school. Resources were to be utilized by staff, students and parents. The entire school population would be familiar with the resources and their usage. After eight months of implementation, the media center would become an active, creative center for academically gifted students in Kindergarten through grade eight in a private Jewish day school.

Behavioral Objectives

The outcomes would be:

1. After eight months of implementation, eighty-five per cent of teachers and students in grades three to eight would become familiar with the location and function of all of the resource materials available for their use in the media center.

2. The student population of the target school would demonstrate mastery of the following library skills: Kindergarten through grade two would know the location of the Easy Book collection and the card catalog. All students would know the rules of the library and they would become familiar with the procedure of checking out books and the responsibility of

returning them in good condition and on time. They would know the definitions of author, title, publisher, illustrator and spine and where this information would be found on the cover of a book.

3. Students from grade three to grade eight would demonstrate competency in obtaining information from the card catalog, tables of content and index; would be able to identify which of the following reference books would be appropriate to collect specific information: dictionaries, encyclopediae, almanacs, directories, newspapers; would understand the function of maps, schedules, diagrams and charts; become familiar with the Dewey Decimal System and be able to locate books on the shelf according to the system.

4. The media center would be available for research, plays, learning centers, meetings, studying, homework, reading, educational computer simulation games and audio-visual activities.

5. By the end of the implementation, the number of resources in the center would be increased by at least one thousand books, magazines, tapes and videos, etc.

6. The media specialist would solicit, attain and guide a committee of at least a dozen library volunteers to help organize, catalog and maintain inventory. All outstanding catalog cards would be filed (approximately 500). The audio-visual room would be inventoried, organized and cataloged in a separate file. The vertical file would be organized and an alphabetized list of topics made available for staff and students.

7. There would be a three fold increase in the weekly number of books and magazines checked out for pleasure reading.

8. At the beginning of implementation, the media specialist would submit a proposal for expenditures of the $10,000 budget. (Table 2).

Measurement of Objectives

1. Pre and post implementation questionnaires for students and staff were to be used to measure the success of the objective. (Appendices D and E). Ninety per cent of positive responses on both questionnaires would determine success.

2. Kindergarten, grade one and grade two were to answer oral questions. (Appendix F). Ten different children from each class were to be asked the questions. Their names were to be selected at random from a hat. Eight out of ten questions would demonstrate mastery of primary library skills.

3. All students in grades three to eight were to answer the questions on alphabet skills, pictures, maps and signs, diagrams, schedules, the index, table of contents, dictionary, telephone book, encyclopediae, atlases, dictionaries and newspapers. Eighteen correct answers out of twenty questions by eighty per cent of these students would determine competence in understanding the library skills curriculum. (Appendix C).

4. A daily log was to note the use of each person utilizing the media center outside of library classes. A chart would demonstrate the increase in usage over the eight month implementation. The first three months would show an increase of at least double the present use. The remaining months would maintain the increased usage.(Appendix G).

5. A beginning and closing inventory would show the increase in the media. A table would illustrate the increase in the collection according to

the subject. There was to be an increase of at least one thousand new books, magazines, tapes, videos and other media. (Appendix H).

6. Monthly chore charts would verify volunteer chore progress. All of the objectives were to be attained. (Appendix I).

7. In order to demonstrate the increase in usage of the resources, a weekly statistics count for a month would be taken at the beginning, the middle and at the end of implementation. A table would tally the number of resources checked out. The final weeks would illustrate the increase in usage. By the fourth month of implementation, almost three times the present number of resources would be checked out. The following months would maintain the increase. (Appendix J).

8. Approval by the business manager and executive director would allow purchase orders to be cut. A list of all purchases would explain expenditures. The budget was to be spent according to the budget proposal. (Appendix K).

9. A shelf list box created especially for the implementation would contain catalog cards for all the new books added to the media center during the implementation.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

In the target Jewish community day school, there was a lack of activity in the media center. Students and staff were not familiar with the resources available to them. There were not enough books, tapes or audio-visual equipment to fill the needs of a growing dual curriculum academic private school.

Although staff and parents wanted more resources in the media center, there had been little discussion about a library skills program. Pilger and Harren (1989), described a program in which the principal directed the staff to a more effective use of the media center. The writer wanted direction from the principal and her inclusion in special events.

Many of the students in the target school were academically gifted. Therefore, special attention had to be given to this exceptionality. Several authors such as Delisle & Galbraith (1987), Walker (1991), and Gadsden (1981) recommended that adults actively listen to gifted students in order to discover individual needs and interests. The students expressed curiosity and were encouraged to explore, research and investigate fields of interest. Pilger and Harren, (1989), stressed that individualized learning helped develop the natural talents of each student. Above all, the potential of each child would be explored, recognized, challenged and developed.

Most curricula were divided into individual disciplines which were taught daily or weekly in forty-five minute periods. The staff was not aware of the content of the subjects taught by their colleagues. The media specialist had often voiced the opinion that subjects should not be taught in isolation and that formal education would benefit by replacing classic text books with a daily newspaper with which relevant information could be taught. Hirsch (1987) introduced the idea of cultural literacy and presented 365 nouns, concepts or phrases that every child should know from grade one (age 7) to approximately the sixth grade (age 11).

Eisenberg (1984) offered a systematic approach to collecting and assessing information about the curriculum. Designers of the curriculum decided what information would be taught, interaction of content, when and in what order the information was given, what methods and materials were to be used and the means of evaluation. Eisenberg recommended using a technique of curriculum mapping in which units could be identified as being appropriate for integration with the library skills lessons. Charts of units in general studies were divided into subject, when it was taught, how much time was to be devoted to the unit, the method of instruction and grade level. This procedure could provide the data base for successful interaction of library media skills with classroom subject information.

The vertical file could also be used for collecting data. Van Villet (1989) encouraged students to collect information during vacations such as maps, guides, directories, ads, posters, lists, programs, leaflets and flyers which would be filed according to state and country.

Middle schools and junior high school students often had an attitude problem when asked to participate in a library skills lesson. It was difficult to communicate the importance of research skills to students in the midst of turbulent preadolescence. Schon, Hopkins, Everett and Hopkins, (1985) contended that the library was not only a repository of knowledge, but it was also a positive place in which an individual could develop personally as well as academically. The librarians concluded that they enjoyed working with the students in small groups during well-organized library activities. Students in this age group enjoyed science fiction and fantasy topics and preferred enjoyable library activities instead of traditional skill-building lessons. The results demonstrated an increase in positive attitudes for both the students and the librarians.

Media specialists needed to take a more aggressive stance when communicating with staff and students and be part of the instructional process. (Grimes, 1989.) Library media specialists had to stop waiting for students and staff to approach them, and needed to assertively encourage use of the center by displaying and "selling" available resources. Both staff and students had to be taught that the media specialist was more than a library clerk, but was a well-educated professional educator.

There were many methods that a media specialist could employ to motivate students to read. Witry (1989) recommended that students select their own books, read them, make a class presentation followed by an assignment.

Student logs kept track of reading material. Children needed to be guided and encouraged to enjoy and appreciate reading. One successful method employed by Mullery (1988) used humor with D.E.A.R. (Drop Everything and Read) and G.R.A.B. (Go Read A Book) programs.

One of the goals of educators was to teach critical thinking skills. Rankin, (1988), recognized the time constraints on both teachers and students. She stressed the fact that everyone wanted students to think, but they were given no time in the class to cogitate. Rankin recommended employing her method of "meta-cognition" which offered an opportunity in class to think about thinking. Time had to be allotted in order to plan and prepare a format for a project.

Other proponents of developing critical thinking skills included Krapp (1988), who recommended using a systematic interdisciplinary approach and McCain (1987) who challenged students to use creative critical thinking skills, by incorporating multi-media. Students needed to understand the nature of a research problem. Librarians were frequently frustrated by the fact that they rarely saw the results of a student's research. It was important that media specialists had a follow-through program which offered closure to a project. Krapp offered several suggestions to develop critical thinking skills. When faced with research the student had to know what the subject was, what the key words or descriptors were, which could be used to find the information. They needed to know how much data was required and the approximate length of the assignment and the due date. Next, the student needed to know where to find information from books or magazines or other resources. Then the student had to know how to record and organize data. The media specialist was required to teach the students how to gather, file and organize information.

One dilemma facing media specialists was in knowing what to buy for the center. This responsibility was both exciting and intimidating.

Media centers are inundated with catalogs from hundreds of companies. Few librarians had the opportunity or the funds to develop a three year plan of action at the beginning of a new media center. The needs of different populations as well as the interests of the media specialists often dictated the direction of the collection. Students who were academically gifted would have different requirements than a population with learning disabilities. In the case of the target school, over 80% of the student population were academically gifted as determined by testing and teacher observation.

Schon and others (1985) recommended media of high interest level for the students. Middle school and junior high school students liked books on sports, fantasy, "how to" books, crafts, hobbies, almanacs, World War II, scary stories and science fiction.

Another issue of importance was the need for modelling and mentors. Preadolescents were concerned with themselves, their peers, and the entertainers who were popular at a specific time. Television, videos, and recording artists offered few positive role models although the students chose to identify with them and rewarded them by paying for their entertainment. Kennedy, Davis, Zachary and Murray (1987) encouraged students to evaluate heroes and heroines in history by using brainstorming and decision-making skills.

Library skills had to be considered as a foundation rather than as an addendum to the curriculum. (Dewes, 1987). Other researchers, such as Pilgar and Harren, (1989) felt that the staff needed to be trained in more effective use of the library. In addition, if children experienced success in research, they would become more confident and self-motivated.

Computers had to be an integral part of the media center. Fletcher (1987), suggested integrating computer skills with library skills by using such programs as "How Can I Find It, If I Don't Know What I'm looking For?" by Sunburst. Students and staff needed to become more familiar with technology. Media coordinators such as Barron (1989), encouraged educators to stay current with new information. Students and staff needed to become empowered in the use of technology. Online searches using modems and microcomputers had become a high-tech way of life but most schools were not current with available resources.

There were a number of issues that merited attention in a dual language curriculum. In the past, private school teachers did not have to be state licensed or even be professional teachers as long as they could speak Hebrew. Some solutions offered by Kapel and Kapel (1983) focused on parental expectations of teachers in private schools. From their findings, they asserted that teachers had to be well trained with a college degree. Subject matter had to be related to ethical aspects of Judaism and secular subjects would be left to general studies teachers.

Designers of curricula had to create relevant living learning labs with which students could personally relate. With regard to Israel, Fisher (1984) stressed that young children needed to be taught that the ancient country that students learned about in Bible stories was also a bustling, dynamic modern place that they could visit. Israel was not only the spiritual homeland for the Jewish people, but was an important land for Christians, Moslems, and followers of Bahai. The classroom afforded ample opportunities to compare and contrast customs as celebrated in Israel and the United States.

The Holocaust was an issue that was discussed in every Jewish institution. One Jewish educator, Posner (1988), encouraged discussion about the Holocaust when dealing with such a sensitive issue instead of just providing the books for the children to read. It was an opportunity to study human nature both in its most depraved state and its most noble.

Bilingual education encouraged a global education. (Genessee,1983). Hebrew was not only the language of the Jewish Torah (Bible), but it was also the primary language of Israel. The study of Hebrew promoted brotherhood among the Jews of the world since they shared a common heritage and language of prayer. The study of foreign languages promoted international unity, a curiosity and regard for peoples outside one's own culture. It encouraged appreciation of foreign literature and culture and broadened one's humanistic and aesthetic horizons. Badgely (1983) recommended that gifted students had exposure to foreign languages such as French and Spanish.

Other ideas to be considered included the use of games during the library skills lesson. Games such as Scrabble, Chess and Jeopardy were effective solutions for teaching critical thinking and research skills. Chess was a game of strategy and required the use of logic and planning. (Korn, 1972.) According to Klenner (1985), Jeopardy was a game that could be used to stimulate interest in many subjects and would therefore be very useful in an interdisciplinary curriculum. It was best utilized in grades 5-8, which were generally grades that needed challenge and stimulation.

The following solutions were anticipated to solve the current problems in the media center. The media specialist planned to develop an active media center in the target Jewish community day school. The resources were to be explained to the staff and students. The entire school population was to become familiar with the resources available to them in the center which in turn would become the central hub of research information. This goal was to be achieved in various ways. The kindergarten and grade one students were to be taught the rules and uses of a library, the parts and care of a book, introduction to alphabetical order, check-out procedures, responsibilities of borrowing a book, treated to weekly story time, and exposure to diversified media, such as books tapes art, music, drama, puppetry and video.

Students in grades two to eight were to be given a copy of a map of the media center. They were to be given a tour of the center and quizzed on the location of each of the resources. The lesson plans were to consist of three separate areas of content. Within a forty-five minute lesson, the students would be introduced to a new library skill, and a quiz or stencil would evaluate the effectiveness of the lessons. The next part of the class would be exposure to some form of media, new books, newspapers, tapes, video, computer programs, interactive video, debates, drama, music or art. If the media section of the lesson did not occupy the remainder of the lesson, and if the behavior of the class had met the standards of an assertive discipline program, the remainder of the class would be spent playing games such as Chess or Scrabble or computer.

The second step would be to design an interdisciplinary library skills curriculum. The media specialist would meet with the teachers of the individual grades once a month for planning library activities to reinforce material learned in the different subjects during the previous month. Multi-media and games were to be used to effectively integrate material. Oral and written quizzes and stencils were to be used to evaluate effectiveness of the lessons.

The third step would be to examine the existing inventory and determine the needs for the media center. The media specialist was to submit her proposal for the budget (Table 2) to the administration upon approval of the practicum proposal. Upon approval of the buget the media specialist was to order resource materials according to need and budget requirements.

The existing collection of media was to be increased by over 1,000 media items, an addition of at least one-fifth of the present collection in the eight month implementation period. This was to be accomplished by utilizing the funds from the fund raising events of the previous year and by donations to the school library through the birthday book club, celebrations or memorials.

The next concept of cataloging and organizing the entire collection was to be accomplished with the help of parent volunteers. The following list would direct the activities of the volunteers as co-ordinated by a volunteer chairperson selected by the media specialist. (Appendix L). Volunteers were to be trained by the media specialist in the following areas. Books were to be returned to the shelves at the end of each day. Shelves were to be checked each week to ensure order. Cards were to be filed in the card catalog. New book cards were to be filed in the new shelf list box situated on top of the filing cabinet in the office. Several of these books would already be in the collection without a spine label. These books were to be found, and the pockets properly affixed. Then a spine label was to be typed or ordered and placed on the book. The cards were to be checked to ensure that there would be one card for the title of the book, one for the author, one for the subject and one for the shelf list. If the correct information would not be on the top of the card, the volunteer would type it in and file the cards in the proper location. The card would then be placed in the card catalog drawers above the metal strip so that the media specialist could check to ensure it was filed in the correct location and had the proper information on it.

The shelves in the office were to be organized by one volunteer who would oversee this area and validate that all donors were properly recognized with a permanent donation plaque in the book and send thank-you notes to them.

Another volunteer would sift through the collection and pull out all books that didn't have professional spine labels. These labels were to be properly typed and affixed.

All books that were in the collection that didn't have pockets were to be listed and catalog cards were made or ordered.

All equipment was to be inventoried and have pockets with cards. There was to be a separate card catalog for audio-visual equipment.

Stickers with a blue star on a white background were to be for the Judaica collection.

All old books were to be pulled, examined, repaired or replaced.

The fifth goal was to be a three year plan for the media center which would be written and submitted during implementation.

Librarians had been given a new image with the nomen "media specialist." The library had also to be modernized as a media center. Nevertheless, teaching and learning library skills were still tedious endeavors until creativity, flexibility and resourcefulness became parts of the curriculum.

The media specialist of the target school had other ideas that had potential to be incorporated into the implementation. Students could be free to utilize the library at times other than the specialized weekly library skills class. They would be welcomed for research throughout the day, and could select books during free time as long as a class was not in session.

A centralized computer system would facillitate bookeeping and filing. In addition, programs that print catalog cards and spine labels would save money, since processed circulation kits cost approximately one dollar per book and would allow new books to be in circulation at an earlier date than the past and present when separate kits needed to be ordered. Computerized inventory control programs would maintain records of statistics and new purchases. Administration could authorize implementation for the following year.

The media specialist had had considerable success with fund raisers in the past and would like to see the parent library volunteers organize both the book fair and a rummage sale as vehicles to raise money for new books.

The school had never had a centralized area in which to display student work. The media center provided superb wall and window space for art work and examples of quality projects. It would be very exciting to see monthly examples of work from every class so that the entire school could become aware of the different content within the curriculum.

The media center could certainly use informative, colorful mobils and signs to direct students and staff to desired locations. Changing props and bulletin boards would help stimulate and maintain interest. A current events board would keep students cognizant of local and international news.

Because of the time restrictions of a dual curriculum program, the middle school students were not given exposure to art, drama or music programs in the school. The media center would an excellent place to provide opportunities for art appreciation and acting out plays.

Spanish was only offered as an elective to middle school student in grades seven and eight. The media center would be an ideal locationfor a language lab where listening stations could handle four to six students with headphones. There could be time within the library skills curriculum to integrate these activities.

The world was in a period of political, social and ecological turbulance. The media center offered a secure environment in which students could explore different issues that affected all mankind. By studying both American and Jewish culture, the students had a unique opportunity to explore the ethics behind political decisions. With exposure to multi-media such as Native American tapes, books and speakers, students could attain a new and healthy perspective on responsibility for caring for the earth and one another.

Description of Selected Solutions

The writer began her major practicum chomping at the bit because her implementation was not going to begin at the first of the year as she had anticipated. She also knew that certain variables in the workplace would affect her implementation. The writer felt best nurtured in a creative, warm, supportive environment but she was aware that she would not have ideal circumstances as it would be very difficult to work with a few members of the administration and staff who verbally expressed that they viewed creativity with suspicion, or uncertainty. As media specialist, she had to interact with every child and every teacher. She made the decision at the outset that she had to be true to herself, live up to her own high expectations, be accommodating, courteous, professional and friendly but understood that she would not be able to please everyone. She was determined to achieve her goals through creative management.

The 1991-2 media schedule consisted of seventeen forty-five minute library skills classes for all students from kindergarten through to grade eight. Three additional classes consisted of teaching Chess as an elective to Middle school and three more classes were restricted to teaching art in the art room. Another nine classes were set aside for the media specialist to cover lunch duty in the cafeteria and after- school dismissal duty. (Appendix B). The media specialist made an appointment with the assistant to the director and renegotiated three of the lunch duties so that the hours could be better served by having the media specialist man the media center during those hours and make it available to students while clerical chores were accomplished.

The media specialist spoke to each teacher to try to learn about their media needs and teaching styles. Some teachers were comfortable with overhead projectors while others preferred hand-out sheets. The staff was invited to tour the center and specifically shown areas where their classes would likely concentrate and the location and manipulation of the audio-visual equipment.

To achieve the objective of attaining mastery of library skills, the media specialist welcomed all students with words of encouragement, smiles and enthusiasm. The students soon began to feel that the media center was a "friend" to make everyone feel comfortable and be their guide in the realm of reading and research.

At the beginning of each class, the media specialist would tell the children how happy she was to see them. The students usually had little stories to tell her and the little ones liked to show their cuts, bruises and loose teeth. After welcoming them, she told the students that anyone who did not take out a book the previous week had the opportunity to select one at this time. Then she had the remaining students sit on the floor in front of her desk. She would take the due cards from the class file and call the students' names. The student would come forward, take the card, put it in the back pocket, place the book on the book truck which was located beside the desk, and then be free to select another book or magazine. The teacher would cover this portion very quickly notifying anyone who forgot a book that another book could not be checked out until the first one was returned. Kindergarten and grade one could check out only one book a week but grades two to eight could check out two books with a renewal for an extra two weeks.

The next part of each class was spent on library skills, with a reinforcement of the previous lesson and a new concept . The second portion of the class took place at the Library chair which was strategically placed in front of bay windows along the side of the media center. The children sat on the floor or on the chairs and the media specialist would read from an age-appropriate book to each class, kindergarten to grade eight. The media specialist selected books that coincided with holidays, with author's birthdays or even a death. All classes were very touched to hear the story, "Oh The Places You'll Go" by Dr. Seuss during the week he died.

The remainder of each class was reward time. If no more than two names were on the board for disruptive behavior, the class could have free time which consisted of the opportunity to read, browse the shelves, play an educational game, do a puzzle, play the computers or color with crayons and paper that were available in the library. The students could check out books in the remaining fifteen minutes of the class. The media specialist was also available to help students select books at this time. Students from other classes were allowed to use the library at all times. They were told that they could not disturb the media specialist while a lesson was being taught. However, almost every day, a student or a teacher needed a book immediately. Sometimes a Do Not Disturb sign was posted on the front door and curtailed interruptions. The media specialist discovered that with so much activity she frequently forgot to remove the sign when the instruction portion was completed. Students and teachers were very versatile and seeing activity inside would disregard the sign and enter.

The county had a curriculum which was to be taught by media specialists. This writer found that it was dry and unexciting. Therefore, she used the monthly themes dictated by the school board and employed her own creative program teaching the required skills.

The media specialist called the local instructional television station and requested help in locating stimulating library skills programs. Fortunately, she was told about a wonderful program called "Tomes and Talismans." The media specialist used the Pony, an express inter-school delivery system which was made available to the target school by the public school located across the street. She sent blank legal-sized paper for a copy of the teacher's manual and a blank tape for a copy of the program. She was instructed to send only one tape at a time. The first six lessons were on the first tape, lessons seven to twelve were on the second tape and the final lesson was on the third tape. The lessons were fifteen minutes each and were ideal for grades two to five. The tapes told a dynamic science fiction story of a futuristic period in which the earth was taken over by the Wipers who were polluters and were destroying the earth. The actors were dressed in futuristic costumes, varied locations were used in the scenes, the music was dramatic and appealed to all students. The story related that the last librarian on earth was organizing an underground library for the use of future generations of earthlings who would return to earth after being zapped to another planet for safety. The librarian was searching for one book when time ran out and a universal spirit placed her in a sleep for one hundred years. She was awakened by a future generation of space travellers, descendants of the original earthlings, who had returned to destroy the Wipers and reclaim the earth. In order to achieve their goals they needed to find information on the habits of the Wipers which was in a book left on earth a hundred years ago. The space travellers used computers to attain information and did not know how to use books. The librarian assisted them in their search by teaching them how an earth library worked. They had to be taught how to use books, the card catalog and the Dewey Decimal System. This program was highly successful and recommended for all library skills programs in an elementary school. The students would plead for an extra lesson which would take up their free time. Sometimes the media specialist relented. These tapes were played at the beginning of the year and for some classes they were used as a review at the end of the year.

In August the students were taught the rules and regulations of the media center. They were given a tour of the facility and were informed about the many resources available to them. September focused on important holidays such as Rosh Hashanah and Yom Kippur, the Jewish New Year and the Day of Atonement respectively. The implementor was astonished to discover that she was a chess instructor for middle school. She had introduced chess to the school the previous year and was completely unprepared to have the largest(16) number of students in an elective. Her students were all middle school boys. The challenge proved formidable as the writer had made no assertion that she could teach this dynamic game of strategy. The classes took place in the media center and required a significant amount of energy.

To tackle this challenge, the media specialist promptly ran a search for related literature. There were very few books available on teaching chess to adolescents. She ordered two videos of chess instruction which were totally inappropriate for middle school students as they caused the students to be very bored and sleepy. She made a file of her students and discussed strengths and weaknesses. Then she had the three strongest players discuss strategy. The teacher set up a monthly list of players names and dates of class instruction. Then she matched students with players of similar skill. The class was divided into three parts. First of all, the students played a game of ten second chess with whomever they chose. This was a warm-up game. Secondly, the teacher called out the names with their opponent. At the end of each game players discussed why they had won or lost the game and how their playing could have been improved. Thirdly, the students could have recess if the behavior was satisfactory.

The art classes proved to be an equal challenge. The teacher had to close the media center, run to the art room in another building, set up the class, instruct the students, oversee clean-up and race back to the media center for a library class. The media specialist was frequently covered with paint or clay and exhausted from the energy outlay encouraging enthusiastic students in art. The students in the library classes at first strongly resented the fact that they didn't have art with the media specialist and therefore the media specialist frequently introduced art into their curriculum with media such as Vincent and Me, a Canadian film about a young girl's travel back in time to meet Vincent van Gogh. The students were given paper and crayons and were taught techniques employed by the artist. //

Report of Action Taken

Month One:

Week 1

Permission to implement the major Practicum was granted on October 10, 1991. The media budget was submitted to the administration immediately upon approval. With minor variations, it was approved within one week. (Table 4).

Table 4

Media Center Funds Allocation 1991-2

Computer & Program		$4000
Jewish Studies Books		2000
General Studies Books		3000
Subscription Renewals		1000
	Sub-total	$10000
Videos, General Studies		$3000
Videos, Jewish Studies		1000
4 TVs with VCRs		3200
4 TV Carts.		800
Cassettes, 100		100
	Sub-total	$8100
	Total	$18,100

The media specialist made copies of all statistic charts and kept one copy of each at the check-out counter, another at her desk in the office, and the rest were put in a file at her home.

Data was collected for the statistics at the end of each week for check-out and daily for additional information.

The implementor's objectives were numerous. She wanted to familiarize the staff and student body with the location and function of all resource materials available in the media center. In order to achieve this goal, she first conducted a survey among the staff. (Appendix E). Surveys were given to all grades (Appendix D). Every child was given the library skills quiz. (Appendices C and F).

Individual staff members and whole classes were given a tour of the media center and the location of resources explained to them. The media specialist met with all teachers to determine their needs and alert them to the resources available to them. She requested lists of required or desired books, magazines and tapes. Then she compiled her lists, sent them to the purchase agent of the school, requested and received purchase orders and called, faxed or wrote in her requests.

A display of Simhat Torah books was set up on the end of the check-out counter. Stories were read to the classes from these books.

Because the school could not afford to hire a clerical worker, all teaching, ordering, organizing, and typing had to be done by the media specialist, in addition to her teaching schedule. The media specialist again recognized the need for creative management by advertising the desperate need for volunteers in the media center. She advertised in the weekly school newpaper which was sent home with students every Friday afternoon. She also told students that they, their parents, and grandparents were needed in the media center. In her library skills classes the media specialist often spoke of the importance of charity work and that volunteers were very appreciated. Lists of chores and their organization were drawn up to share with the future volunteers. (Appendix I).

Ten parents and grandparents called or came to the media center to volunteer. The media specialist arranged for a meeting and eight parents were present with notes of apology from the other two parents absent due to a conflict of dates She arranged a tea-party in the media center to introduce herself to them and to each other and gave a general presentation of the goals she hoped to achieve during her practicum and thanked them for showing such interest. The media specialist told them that she was very grateful as she was familiar with many of them and knew they were caring, responsible, knowledgeable workers. She had all of the volunteers tell her which part of the media center interested them the most and made a written log of their interests.

At that time the implementor took the names, phone numbers and special interests of each worker. She gave a map of the media center to each volunteer and conducted a brief walking tour in order to familiarize them with the available resources. She discussed the varied chores that needed to be accomplished each week, assigned the volunteers to their requested duties and made up a weekly schedule.

Week 2

Students in all classes were given instruction and experience in working with the card catalog. The media specialist used some of the cards which needed to be filed as part of the lesson.

The media specialist chose a chairperson of the parent volunteers and together arranged a weekly schedule for volunteers. She asked a husband and wife who had spent several years in Israel if they would help with the Judaica collection and both were delighted. They were given the task of ordering 1,000 spine labels imprinted with the Star of David for the Judaica collection. They were asked to get a purchase order from the office which they acquired. They also were given Hebrew and English catalogs of books to examine and they were asked to make lists of recommended books that they felt that the school should buy for the collection. The media specialist would examine these lists and add or delete titles. A list of chores and a monthly chart for all volunteers was posted on the office wall above the typewriter. (Appendices I and L).

In order to acquire funds for bean bag chairs, the media specialist wanted to ask the parent association if they would run a book fair. The media specialist had a parent volunteer contact the president of the parent association to request a Chanukah book fair fund raiser. They held a meeting the same week and agreed and chose a parent to chair the event. The media specialist then contacted three book companies. The first company offered a wide selection of well-written beautifully illustrated books. The owner, however, who was based within an hour of the school was temperamental and difficult to work with during the book fair that the media specialist conducted the prior year. The second company offered only Judaica books, and a wider spectrum was desired. The third company offered a majority of paperbacks with only ten hard cover books and was not geared to academically gifted children. The representative was very kind and said that that as much as she wanted the school's business, it would not be happy with the quality of her books for the specific population. The first company was completely booked up through the holidays, but had four days free from October 28-31.

There were numerous considerations: There was very little time to prepare; Chanukah began on December 2; There was no time to preview a large selection of books; A major concern was deciding what type of books would bring in the most revenue in that brief period of time; The book fair would last only four days and therefore not give parents and students a full week to peruse as had been the case in the past.

A meeting was organized and held in the media center and the media specialist, the chairwoman and parent volunteers decided to have a hard-back top quality children's book fair from the first company. The book fair would take place Monday, October 28th to Thursday, October 31. The hours would be from 8:00 AM until 4 PM and conducted during library classes. Friday library classes had to be rescheduled to preparation periods during the week since the books had to be packed up and returned by Friday morning, October 31. One of the parents agreed to be chairwoman and she said she would find a co-chairperson. A supply list was given to the chairwoman. Permission to have the book fair on the available dates school was requested and granted the same day by the school administration much to the surprise of the media specialist as a previous request for an activity in the media center was organized and then abruptly cancelled due to a conflict of scheduling.

The owner of the store was contacted. The media specialist gave the owner a list of subjects of interest to academically gifted children in kindergarten to grade 8. She particularly requested books on Chanukah, the upcoming holiday, books on Science, as the students were beginning to prepare for the Science fair which would require a few months of intensive experimentation and research before being presented in January. She also requested books on American presidents as the school would be having an extensive program coinciding with President's Day on February 17. The remainder were to be quality books for the children's permanent collections. The contract was drawn up and the chairwoman declined signing it and requested that the media specialist sign it. There was some trepidation before signing because the contract stipulated that the school was responsible for any loss due to damage or theft. A notice was also placed in the weekly bulletin that was sent home each Friday. The media specialist requested additional tables for the media center for the book fair and this request was denied. Two days later, she was informed by the purchasing agent that she would get the requested tables.

Week 3

The media specialist underwent major back surgery four years ago and all stress from lifting seems to settle in that vulnerable area. During the week of October 20, her back went into violent spasms again and after four days of constant agonizing pain and sleepless nights, she had to see a neurosurgeon who ordered her to a week of bedrest. She was very unhappy, discouraged and angry because she had considerable work to do. The media specialist needed to call in a substitute teacher and chose one of her parent volunteers who was a licensed teacher. This teacher set up the display on Columbus and Indians as requested by the media specialist and read grade appropriate stories from this literature.

Because the media specialist had no living parents and no relatives in the area, she called her sister in Texas and requested her assistance to help with her children and in setting up the book fair. Her sister arrrived on Thursday and planned to stay until the following Tuesday unless surgery was required for the media specialist. Fortunately this was not the case. On Friday, the media specialist returned to work to assist in setting up the book fair. She had the eighth grade library class open all the boxes and place them on the tables that had been prepared for the fair. She arranged to have her sister (who is in her mid-fifties) meet her at the school at 1:00 in the afternoon to set the books on the tables and determine that an inventory was conducted. When the media specialist saw her sister, she noticed that her sister's face was twice the usual size and her mouth was twisted. The writer immediately called her doctor, as she suspected a stroke. He ordered an immediate CAT scan and plans were made to leave for the test. The media specialist apologized to the four parent volunteers who were all present in the media center when the calls were made to the doctor and hospital. All of the parent volunteers were extremely concerned and helpful. The diagnosis for her sister was Bell's Palsy, a hopefully temporary paralysis of the facial muscles. The weekend was very frenetic and taken up with health issues.

Week 4

Library classes were postponed due to the book fair.

Book delivery was set for Friday, October 16. The Chairwoman of the bookfair contacted the parent association and arranged for a list of volunteers and arranged their schedules to coincide with the library classes. Notices were sent home with the children, inviting the parents to come to the school and help their children in their selection. She discovered that there were a number of problems: An opening inventory had not been conducted; the average price of the books was ten dollars which the media specialst and subsequently everyone else felt was too high. In addition, there were less than a dozen books for students in grades five to eight.

On Monday, October 28, the media specialist arrived at work early in order to familiarize herself with the books in order to help students make age appropriate decisions. The media specialist apologized to these students but made a game out of the lesson. She had the students spend fifteen minutes looking at the books, then find three books of interest to them, from any level, give the titles and the authors and why they selected them. These choices were discussed with the classes and made the disappointment with the selection bearable. Most students did not bring money and therefore a form, listing the name of the book and the amount owed, was sent home to the parents. (Appendix M). The media specialist and parent staff placed removable pre-pasted notes on each book with the child's name and grade. The students were told that it must be paid for by the end of the morning recess the following day or the bookwould be returned to the tables. Unfortunately with the rush of customers some students in their enthusiasm put more than one book on hold for the sale, meaning that the book was out of circulation for the remainder of the day.

One unfortunate incident took place on Wednesday. There were approximately five parents in the media center when the grade one class entered. Their teacher was not with them and the media specialist was busy writing receipts. One child fell over a library stool with metal wheels and received a severe gash on his leg. The media specialist sought help and the child was carried to the office. The media specialist filled out an accident form there. She immediately removed the stools from the center.

Another incident took pace on Thursday since the book fair chairlady mistakenly thought it was Friday and had the two parent volunteers pack all of the books in the boxes even though two classes had not yet been to the fair. The media specialist was terribly frustrated by trying to tell them to stop but they said they had been told to pack them. Apologies were later rendered. Fortunately most of the students and parents bought their purchases before and after school and at lunch hours, however they were definitely some disappointed students and parents. The media specialist did find some books for them by rummaging through the boxes which were not yet sealed and she crossed off the chosen books from the list of returned books from the original inventory. The media specialist had to check every box for books that were bought for the library with a purchase order. A copy of this list was given to the parent association.

On Wednesday the media specialist submitted a list of names of parents who helped during the book fair. This list and a note of appreciation were printed in the Friday school bulletin.

Within a few weeks of implementation, the media specialist had organized an eager group of a ten adult volunteers plus at least a dozen student helpers who were able to help at free time.

Only three of the original adult volunteers appeared each week throughout the year. The remaining volunteers continued to assist at least once a month for the duration of the year. One volunteer became a permanent substitute teacher at the target school and frequently assisted in the media center when she had a free period. Another substitute teacher happily worked on projects with the media specialist and was a tremendous help. Other parents received full or part-time jobs but popped in occasionally to assist in shelving books as they were waiting for school to end and pick up their children. Two retired senior citizens assisted in reading stories to the younger students and helped considerably with filing. Volunteers typed several hundred catalog cards which were then alphabetized and placed in the file.

Student volunteers were very helpful throughout the year. They often joined the classes during their recesses; read stories to the primary grades helped the media specialist at the check-out counter; shelved books; helped move the collection three times when the books were overloaded; assisted the media specialist during the inventory; carried and returned audio-visual equipment to the media center. Two middle school students were especially helpful in the care and management of the audio-visual equipment and computers. They received certificates of appreciation at the end of the year.

One parent was a very strong supporter. She had two children attending the school and a younger child in Pre-school. She had assisted the media specialist the previous year in teaching after-school art classes. This parent is a highly qualified and experienced media specialist. She typed hundreds of catalog cards and spine labels at home, filed them in the card catalog at school, did numerous clerical chores which she despised, but did them regardless of her distaste, and was a strong supporter for a creative library skills program. She became a trusted friend as well as volunteer.

At the conclusion of the book fair, the book-keeping indicated a discrepancy of close to $400.00. Very disturbed by the discrepancy, the

Media Specialist retyped the entire inventory from the store sponsor and triple checked the sales slips. She gave the slips to accountant parent volunteers who also couldn't find the discrepancy. Because her name was on the contract, the Media Specialist offered to pay the difference but her offer was declined. In addition, the money ear-marked for bean bag chairs was reallocated by the administration to purchase books.

The volunteers were trained by the media specialist to perform the many chores which are daily necessities. The implementor did the work as needed and volunteers picked up where the media specialist was working and continued the work during the library skills lesson. Frequently the parent or grandparent volunteer joined in the discussion of current affairs. The media specialist was always available for the volunteers and after training and explanation of daily requirements, the volunteers were able to work independently. This work was reviewed by the media specialist.

Month Two

Week 1

In November the themes for the library skills program were selection and utilization. Grades two to five watched Tomes and Talismans and the media specialist integrated the use of newspapers as an educational tool. In the middle of the month the principal requested that additional note taking skills be added to the classes and this was immediately implemented. Classes discussed ability level and the importance of age-appropriate materials.

Based on observation, the implementor saw that the professional journals were not being read by teachers in the media center. The media specialist organized the journals in the adjoining teacher's room where she noticed an immediate increase of usage. Journals were taken from the magazine rack and were left on the tables. Articles were being photocopied. There were requests to remove special activity bulletin board inserts, which were granted. Then the media specialist began leaving specialty catalogs in the teacher's lounge for teachers to peruse at their leisure.

Week 2

Because the Science fair was quickly approaching in the following month, considerable class time was spent on bibliographies.

A substantial number of science books and research materials were ordered. In the media center, catalogs were being examined and lists of appropriate titles were being compiled by the writer. She also asked the students for lists of favorite books which were assessed and added to her order lists. Students were also asked to bring in any used paperbacks that they had enjoyed and no longer needed. The media specialist had her middle school students move the Judaica book section into large wall units. Then the regular collection had to be moved back to fill the empty shelves.

The media specialist requested the volunteers to affix spine lables to the entire Judaica collection. She quickly realized that the shelves were in disarray. She took tiny yellow dot stickers and placed them in the front right hand corner of every shelf. She numbered every shelf. They were so small that casual observation would not notice them but they were easily seen if one was looking for them. Next, she took blue check-out cards and numbered each card to match the shelves. she handed out the cards to the students. They would put their name on one of the lines, the date and the number of books out of order. They also had to tell the teacher the names of at least two books on the shelf and at least one author. In this way the students were actively becoming familiarized with the collection. When they finished, they would name the books and author, and category of the shelf, hand the teacher the cards and search for a book and have free time. The librarian chose three cards at random and would check these shelves with the student observing. This way, the students would have verification that their work was checked and could have individual instruction when a mistake was made. This exercise was conducted weekly for the first few months. For one month the students would have the same shelf and become familiar with the contents.

The media specialist completed all mid-term progress reports.

Week 3

Newspapers were integrated into the curriculum as an educational tool. Classes were given an age-approprite scavenger hunt such as having to locate in which section the advice columns would be found. Students' art work and class reports were collected by the media specialist and were mounted on every available area of open wall or window space in the media center. The implementor made signs which she laminated in the teacher's lounge. These signs described the various displays such as DINO-MITE for a wall on dinosaurs.

The principal had allotted a special activity week for February to coincide with President's day called Land of the Presidents. Each class was to select a president and turn each classroom into a recreation of that time period. The media specialist checked the shelves and noted a scarcity of materials on presidents, costumes and history. She ordered a set of biographies of the presidents, facts about the White House, a set of books on costumes from the eighteenth century to the present, and a number of additional reference books.

The media center was chosen as the gathering place for mini-missions which were sponsored by the Jewish Federation. Coffee and pastries were offered to the many guests who were given an overview of the school and then directed on a visit to classrooms. Unfortunately at least once a month these visits caused one class to be uprooted and the media specialist had to find another classroom. Generally she took them to the art room if it was free and showed a video about the lives of different artists. In addition, the media specialist spent considerable time returning the chairs to the tablesand cleaning up after these missions.

The media specialist spoke to a volunteer about a project which would incorporate the classwork of every grade, "Admire Our Stars."

Because the chairwoman felt uncomfortable about the way she mishandled the bookfair, she volunteered to help the Media Specialist implement the latter's idea of a wall design which displays written work from every grade. This project was quite time-consuming. It meant frequent visits to the classrooms to gather papers. Teachers and students submitted work to the volunteer and the media specialist. Several times work was left on the check-out counter with no cover sheet. The media specialist had to check the names of the students with the correct class to ensure the work was mounted with the proper grade.

After collecting the work, the volunteer spray-painted gold stars onto mobiles which hung from the ceiling. Above the work were large golden letters which exclaimed, "Admire the Work of our Stars!" Next, the work was mounted on the largest wall above the low shelf for new books. All areas of the curriculum were covered, as there were samples of work from each subject. It was very exciting to see English and Hebrew work displayed by grade level. Everyone was delighted with the results. (Appendix M).

Week 4

Students were shown the video, Nature's Puzzle written and starring the curator of the Cincinnati zoo, Barry Wakefield. The implementor had taken a workshop with him the previous summer and found his work to be very stimulating. Exercises which he had suggested were conducted with the students, such as each pair of children taking turns as a guide dog for the blind. One child would be the dog and the other would have closed eyes and follow. Then they would switch. Discussions were held following the exercises.

Month Three

The themes of comprehension and application were integrated into the lesson plans. Additional books were ordered during this month.

Week 1

A display of books about Chanukah was set up in the media center. Stories from these books were read to the classes. Wall decorations commemorating this holiday were mounted near the entrance.

In order to distinguish the Easy books from the rest of the collection, the media specialist hung long yellow and orange caterpillars above the easy section. Using the lettering and laminating machines in the teacher's lounge, she made a sign identifying the Easy area. From her home she brought in a child's table with two chairs and large floor puzzles which her children had enjoyed. She set them up in the Easy book area at the back of the media center.

Week 2

Dictionary skills were taught in class. The media specialist discussed the importance of alphabetizing and used the unfiled catalog cards from the previous years as direct hands-on experience
for the children. Grades three and higher sorted the books into appropriate alphabetical order according to the top word which was either the title, subject or author. The cards were then returned to the box for filing in the card catalog .

Many books in the collection needed catalog cards and spine labels. These books were weeded and lists made. Catalog kits were ordered. There were at least five hundred cards from the previous librarian which needed to be filed. Volunteers helped file cards and helped the implementor unload cartons of uncataloged books which were in the media specialist's office and lists were made for catalog card kits. The media specialist requested and received a purchase order andordered the kits from a supplier.

Week 3

Encyclopedia skills were taught and discussed. Students worked on research for the upcoming science fair. Several students brought holiday gifts to the media specialist and many children wrote letters to tell her how much they enjoyed her classes. Thank-you notes were sent to each child.

Week 4

Winter break.

Month Four

Week 1

The library skills theme was presentation and information. The media specialist designed a personalized library skills notebook lesson . She had each student from grade one to grade eight list five areas of interest. On the cover she had the students write the subject of this workbook. Some wrote Media Skills, others wrote Media Madness, Library Learning, Wild Library Lesssons, Strange and Wonderful etc. On the cover she had the students draw pictures of their interests, and print their names and their grades. Many students loved horses and therefore horses galloped across the covers. Other students liked math and science and drew test-tubes, beakers, addition problems. Children who liked mysteries put tombstones and magnifying glasses. Some just wrote or printed the words without pictures. Most of the cover pages were delightful. The students used dictionaries and encyclopedias to look up information about their areas of interest.

The media specialist was requested to serve on three committees to prepare for the council of independent school accreditation: art , audio-visual equipment, and the media center.

Week 2

Library skills taught were the usage of the index and glossary . Books on subjects chosen for the cover of the workbooks were used to find information in the index and glossary.

The implementor received catalog cards. The media specialist, volunteers and students began the arduous task of alphabetizing and filing them.

The Land of the Presidents activities were postponed to June.

Week 3

Displays were set up to honor Martin Luther King and the Jewish holiday, Tu B'Shvat. Stories on these two subjects were read to the classes.

Week 4

That week the students were introduced to a game of learning the states by alphabetical order. This exercise complimented the lessons on maps, charts and atlases. Students watched and listened to a video of a remarkable opera program with three of the world's greatest tenors. More books arrived and cards were filed. The media specialist completed all report cards.

During the fourth month of implementation the media specialist wrote a three year plan for the media center. It was based on three future goals of the implementor: Automate the media center; Establish an audio-visual lab; and develop a curriculum to incorporate high-tech. (Appendix N).

Month Five

Week 1

The theme of this month was American history. Books of the presidents were prominently displayed and related stories were read in classes. The students discussed the importance and use of biographies in their research.

The media specialist wrote summaries of the art and media programs for the accreditation committees. She had two other teachers who were on the committees discussed and approved the media specialist's descriptions. They were submitted to the administration. (Appendix O).

The volunteers continued to file catag cards. Two retired senior citizens came to the media specialist's office and requested the opportunity to read to the primary grades. They began that week.

Week 2

A display about Abraham Lincoln was set up. Stories about his life and achievements were read in class as well as open discussions about the need for heroes and mentors and how books can provide direction and encouragement when help is not readily available from people.

Week 3

Books about Washington were displayed to commemorate his birthday. His life was discussed in classes.

Week 4

Vacation.

Month Six

Week 1

The theme for that month was thinking skills. The holiday of Purim was celebrated and the media specialist dressed the library skeleton in a Middle East costume in honor of this holiday of masquerades. Books on Purim were prominently displayed. Imagination and the use of creativity in the media were discussed.

Artwork from students in the media specialist's art classes was selected for a show at a regional hospital. The children received certificates and were invited to a party honoring their work. More student art work was displayed in the media center.

Week 2

Classes discussed emotion in books and other media. the students watched a video dealing with the Native American perspective.

The media specialist made an appointment with the principal and requested the opportunity to create a 32' mural for the Land of the Presidents which would be a Mount Rushmore of all 40 American presidents. Permission was granted and a list of materials was submitted to the purchasing agent.

A meeting was held with the coordinator for Judaic studies and a list was drawn up for videos appropriate for the media center. The videos were very diverse ranging from Poland, Russia, Israel, Ethiopia and holidays. A purchase order was drawn up and the videos were ordered.

Week 3

Another 144 books and cards were received. The shelves had to be completely reorganized in order to make room. Grade eight helped move all the books in a chain-gang motion. Donations of paperbacks reached 500. The media specialist organized a special area for them at the end of the collection.

The media specialist mounted a display of the Dewey Decimal System on the wall behind the check-out counter which included photographs and signs differentiating the categories. She made this display for her library skills lesson that was to be observed for her evaluation by the executive director. She wrote a rap for the lesson.

(Appendix P). The media specialist called the office to make sure she was to be observed and was told that the principal would be right there. The media specialist had to begin the lesson and was well into her class when the principal used the intercom to say that she was terribly sorry but couldn't make it that day. The teacher and students were very disappointed but nevertheless continued with the lesson.

Week 4

The theme for the library skills lesson was participation. All the classes participated in the lesson by reciting the Dewey Decimal Rap from the previous week.

The media specialist was invited to be a speaker at two functions in May. She requested and received permission to attend.

Week 5

The library skills focused on paraphrasing and note-taking skills as requested by the principal.

The project excited everyone from kindergarten through middle school, and all staff and administration. The faces came to life almost at once and the media specialist had to use many of the new books as research.

The media specialist completed all mid-term report cards.

Month Seven

The theme for this month was appreciation. Two major holidays took place in this month: Passover which commemorated freedom and Yom HaShoah which served as a memorial to the victims of the Holocaust.

Week 1

A parent donated time and energy by compiling "The Cutting Corner", a collage of magazine and newspaper articles which was posted opposite the bulletin board. Students discussed current events. Age appropriate contemporary stories were read to the classes.

Week 2

A student's science project provided a perfect background for the skeleton. The large three unit poster said that "Smoking Is a Dead End." Other holiday displays were set up in the media center.

Week 3

The school held a student Seder in the cafeteria. Books on Passover were prominently displayed in the media center. Maps were used to discuss the possible routes of the exodus from Egypt. The book, Chronicles, told the story of the Bible in newspaper form and was used as a reference.

Week 4

The theme for library skills was the Judaica collection, specifically the Holocaust. There was an assembly and then there were speakers who came to the media center to speak to the middle school about their experiences in the second world war. Books about these times were displayed.

The Judaica videos arrived and were cataloged. An announcement was made to all Judaica teachers about the shipment and they began to examine the books and check them out.

One book supplier called and said that they had mistakenly sent the target school 75 Judaica and related books but said that the school could buy them if desired. The media specialist had checked the packing list but did not check her original purchase orders because the office frequently ordered books from wholesalers or donations were made without the media specialist's knowledge. The books had already been cataloged and filed. Many of the books had been already checked out. The media specialist had to pull all the cards and books. She went to the office and got a purchase order for a few of them. The rest were packed and shipped back to the supplier. Arrangements were made by the media specialist to ensure that a refund check would be sent to the school upon receipt.

Mural

The implementor had the custodians bring three rolls of brown butcher paper. She had them staple the top and one side. Then she wrinkled the paper to create the appearance of a sculpted mountain. Using a poster as a guide, and a ladder for support, she took chalk and outlined the heads and shoulders of the presidents. On the far right she began with the latest presidents. George Bush was at the upper right hand corner, Jimmy Carter at the bottom.

The media specialist drew 40 heads free-hand on the paper, three rows, and 32 feet long by at least 8 feet high. She drew mountains behind the heads and employed chalk, conte, charcoal, pastels and tempera paint. The project was on the outside hall of the cafeteria where she worked through every prep period and every lunch hour. The students became very enthusiastic about their own president and daily asked the media specialist when she would be drawing him. Everyone was very encouraging.

The principal sent a notice for a new date for teacher observation. She had chosen the most difficult class to do her evaluation of the media specialist. The sixth grade class had the reputation as being the least desirable class to teach. Unfortunately the media specialist's daughter was a student in this difficult class. For her observation the media specialist designed a new game called Media Mavens. It was based on Jeopardy but only had three categories: Library Skills, Dewey Decimal System and Cultural Literacy . She used a poster board to mount library self-sticking half- pockets for the categories. (Appendix Q)

Month Eight

Week 1

The Land of the Presidents was fast approaching and the media specialist was literally climbing the walls in a frantic effort to finish the mural. She sent a notice to all teachers to solicit their help. She had not realized the magnitude of her project and was not satisfied with a weak likeness of the presidents but wanted the mural to come alive with the faces of the past. She was very preoccupied and was nutured by the tremendous support of the students and staff.

Week 2

The media specialist was the guest speaker at two community functions on the same day, May 12. She gave a talk about a mystical Israeli artist, named Shalom of Safed, at a temple sisterhood meeting. Then she was the speaker at the library luncheon for the target school where $5,000 was raised for the next year. The media specialist donated three video language programs to the media center in memory of her parents. The videos were called Muzzy, BBC productions in Spanish, French and Italian. The audiences at both fuctions were warmly receptive.(Appendix R). Her classes were covered by a substitute teacher which the administration requested in order to free the media specialist for her speaking engagements and to allow her time to complete the mural and supervise moving the mural from the hall to the large central foyer of the cafeteria. After the engagements, she returned to the school and immediately began climbing the walls again.

Week 3

During library skills periods, the media specialist helped the classes which had requested assistance with their displays. Almost every teacher requested either artistic help or assistance in research.

There was no money to buy materials to construct a wood frame to support the mural on the wall at the entrance of the cafeteria. The media specialist and her husband went to a lumber company and purchased lumber for a frame. Her husband worked with the custodians to build a support frame. The media specialist finished the mural after a few nights of additional work. (Appendix S). The staff and family of the media specialist moved the mural to the support. The muralist completed touch-ups for the Land of the Presidents and was an active participant in the event which drew close to 1,000 people.

Week 4

The media specialist requested a parent's help in conducting an inventory of the audio-visual room which was completed. In addition, a map was prepared which indicated the location of the equipment. A list of the inventory was given to the business manager who had requested it at the beginning of the week.

Another volunteer pulled all remaining books without spine labels and put them in empty shelves at the front of the center. She made lists of these books and she and the media specialist looked up the call numbers for thse books as there was no money left in the budget to order any more catalog cards. The volunteer borrowed the media specialist's portable electric typewriter from her home and typed out catalog cards and spine labels.

Notes were sent to parents to return any outstanding books. The media specialist picked up the labels for the memorial collections and had students affix the labels to the appropriate spines. The media specialist conducted an inventory of the vertical file and attached this typewritten list to the cabinet.

The classes were given post tests in order to evaluate the effectiveness of the library skills program. (Appendices C and F). Both staff and students were given post questionaires.(Appendices D and E). The results were tabulated.

A volunteer completed affixing all the spine labels and the cards were put in the box of cards needing to be alphabetized. The media specialist had her middle school students return all these books to the main collection. She made a list of all titles in the vertical file and of computer disks, games, cassettes and tapes. The media specialist was requested by the principal to return numerous public library books which were checked out by unidentified staff and students. The media specialist saw that they were returned to the public library.

A list of overdue books and the names of the borrowers was sent to each class. Students were told that the books had to be returned or a fine plus the price of the book had to be paid or report cards would not be sent.

The media specialist wrote a supply list for the following year and submitted it to the purchase agent.

The media specialist gave a gift and card to each volunteer for their support and invaluable help. She put a note in the final weekly bulletin to publicly thank all media center volunteers. At the awards assembly the media specialist gave certificates to student library volunteers and chess champions. At this assembly, the media specialist received a plaque for outstanding service for the Land of the Presidents.

The purchasing agent told the media specialist that there was an additional $5,000 money to be spent only on Kindergarten books. The money was from a memorial fund for a former kindergarten student who died five years ago. The media specialist was told that books purchased this year could be used in this amount and the cost of these books would be added to the media center budget to purchase other books. All chosen books were to have a memorial plate on the inside of the cover. An area in the center was to be delegated as a memorial collection for the student. One bookcase was chosen and the media specialist enlisted the help of several students and parents to move all of the books in the collection forward in order to free the space. As a result, the first shelves to greet the eye as one entered the library were filled and gave a prosperous air to the center. The back twelve shelves were still totally empty but the media specialist subsequently filled them .

The goal of the media specialist was to acquire new books for the media center and acquire enough funds from the sale to buy 24 double reinforced bean-bag chairs for use in the media center. The sale brought in more than half of the required sum and the parent association said that they would get them for the center. The administration refused to allow the money to be spent on bean bag chairs stating that the funds were to spent on books.

As a result of the book fair, the media specialist had the opportunity to meet many of the parents and familiarize them with the center and resources. The parents were very supportive and enthusiastic. It also gave the media specialist an additional opportunity to observe the selection of books and therefore purchase many of the titles for the library.

Media Mavens

The game was a phenomenal success, and demonstrated that the students were thirsty for knowledge. Questions were taken from numerous sources: the teachers and their curriculum, several books, the newspaper and Cultural Literacy (1989). The teacher did a review of the Dewey Decimal System and then played the game. The students were very enthusiastic, well-behaved and focused. The class was highly successful. She then designed another set of questions for grades 3-5. The game was a hit in all classes, and was frequently used in the upper grades classes. (Appendix Q)

Land of the Presidents

The project excited everyone from kindergarten through middle school, and all staff and administration. The faces came to life almost at once and the media specialist had to use many of the new books as research. The administration was so enthusiastic that they wanted to send the mural to Washington. Teachers were very thoughtful and many of them took their classes to the library to do research on their presidents during the library skills lesson telling the media specialist that she could spend extra hours on the mural. The media specialist requested and received permission from the administation to work on the mural during class time. Volunteers organized the shelves and did the filing.

Students were told that no books could be checked out after May 15th in order that inventory could be conducted. For their research, students were allowed to check books out for daily use in their classrooms. The media specialist was asked by several teachers to assist them with their classroom displays. Every free moment was spent with the teachers or on the mural. All classes were conducted in their home rooms. The media specialist assisted every teacher with either research or artwork.

Mural

The Land of the presidents was an outstanding success with almost a thousand people in attendance who were delighted with the project. The mural was said to have been the "hit of the party." The media specialist received a plaque for outstanding service at a school assembly. (See Appendix S)

Chess Elective

Two games were played in every class but the second longer game counted for the selection of a monthly winner who was announced in the bulletin that was sent home. At the end of the year there were certificates for the best player, second place, and the most improved. The students became very enthusiastic. They were taught to treat one another with respect and learned to express aggression on the board. The media specialist contacted the gym teacher and requested a basketball for recess with her elective students as was the practice with the other elective classes. The gym teacher happily complied. If all students were finished with their games, and the results were tallied, and there were no more than two names on the board for disruptive behavior (ie. calling out or arguing), the media specialist took the boys outside the media center for recess where a basketball hoop had been installed. This reward system greatly improved classroom behavior and provided a needed physical outlet for the students. The students who had initially thought that the Chess elective would be a free fun period soon gained a strong respect for this mental sport of kings. Students from other electives begged to be allowed to change their elective to Chess. The media specialist discouraged this move as it would have greatly disrupted the schedules of the other elective teachers, upset parents and disrupted activity in the media center.

The media center became alive with student art. It became a center of activity for the entire school. Classical and modern music was often played on videos or tapes. Meetings were held, as were group discussions, interviews, and small class plays. Through video tape, the students were introduced to Native American perspective, biographical interviews with famous Americans such as Helen Keller, Harry Truman, and Georgia O'Keefe. an opera concert with three of the greatest tenors, Carreras, Domingo and Pavarotti and a language lab in Spanish, French and Italian.

The media specialist received several letters from parents and students, thanking her for a wonderful year. (Appendix T).

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The goal of the media specialist was to develop an active media center in a private Jewish day school through creative management. The entire school would become familiar with the location and uses of the resources.

At the end of the implementation, the media specialist compiled the statistics and totalled the results. The implementor was delighted with the results of the implementation. All of her objectives were achieved. Based on the results of pre and post questionnaires, (Appendices C, E and F), more than eighty-five per cent of teachers and students became familiar with the location and function of all of the resource materials available for their use in the media center, their resource needs were met, and they noted an increase in usage and activity. (Tables 5, 6 and 7).

Teachers and students became more independent in their research, as they knew the location of materials that would assist them.

Table 5

Summary Results of Staff Questionnaire (31 staff members)

	Question	Yes Responses	
		Pre	Post
1.	Did the media specialist give you a detailed tour of the media center?	1	30
2.	Are you able to find requested books?	3	27
3.	Have you been asked about your needs for resources in the media center?	0	31
4.	Have your requests been fulfilled?	0	31
5.	Are your students able to find research materials in the media center without you?	2	23
6.	Do you know what resources are available in the media center and their location?	0	31
7.	Have you noticed an improvement in activity in the media center?	NA	31
8.	Is the media center well-organized?	3	31
9.	Do you use the media center more than once a month?	3	29
10.	Do you read magazines, journals and catalogs in the media center or Teacher's Lounge?	2	29

Table 6

Summary Results of Questionnaire for Students Using Media Center

140 students responded

Question		Yes Responses	
		Pre	Post
1. Do you know where to find the following books:			
	a. Biography	12	132
	b. History	12	117
	c. Magazines	140	140
	d. Fiction	55	140
	e. Science	90	140
2. Do you read some of the magazines in the media center?		11	135
3. Do you check out books or magazines for pleasure reading?		68	122
4. Does the media center have the books you need for research?		38	130
5. Does the media center have books that interest you?		45	135

Table 7

Summary Results of Utilization of Media Center Questionnaire

140 students (grades 2-8) responded

	Question		Yes Responses	
			Pre	Post
1.	I use the library more than once a week		30	82
2.	I use the media center for:	a. homework	2	30
		b. study/test	4	8
		c. research	5	64
		d. find a book	1	122
		e. read	2	87
		f. computer	8	40
		g. socializing	15	51
3.	I think the media center is well organized		133	138
4.	I can find requested books		20	112
5.	I can play Chess		25	85
6.	I want to learn how to play Chess		25	15
7.	I would play in an after school Chess club		45	42
8.	I would like to play Chess		average 3 times a week	
9.	I would play in a tournament with other schools		80	68

Objective two aimed to have the primary population achieve mastery of age-appropriate library skills. At the beginning of the implementation, students in Kindergarten to grade two were given an oral quiz followed by a post quiz at the end of implementation.

(Appendix F). The results follow in Table 8.

Table 8

Summary Responses to Oral Questions for Kindergarten to Grade 2

60 students responded

		Correct Responses	
		Pre	Post
1.	Where do you find the Easy Book Collection?	26	60
2.	What is a fiction book?	33	58
3.	What is a non-fiction book?	33	58
4.	How do you check out a book?	31	59
5.	When do you have to return your book to the library?	25	58
6.	What happens if you do not return your book on time?	4	52
7.	What does an author do?	20	58
8.	What is the title of a book?	36	57
9.	What does the publisher do?	14	57
10.	What does an illustrator do?	14	57

The third objective was concerned with library skills for the remainder of the student population. Grades 2-8 were given a library skills quiz. (Appendix C). They were given the same questionnaire at the end of the implementation. This objective was successful as indicated by the following results: (Tables 9A and 9B).

Table 9A

Summary Responses to Library Skills Quiz for Grades 2-8

197 students responded

Grade	2	3	4	5	6	7	8
No. of students:	43	32	31	34	18	26	13

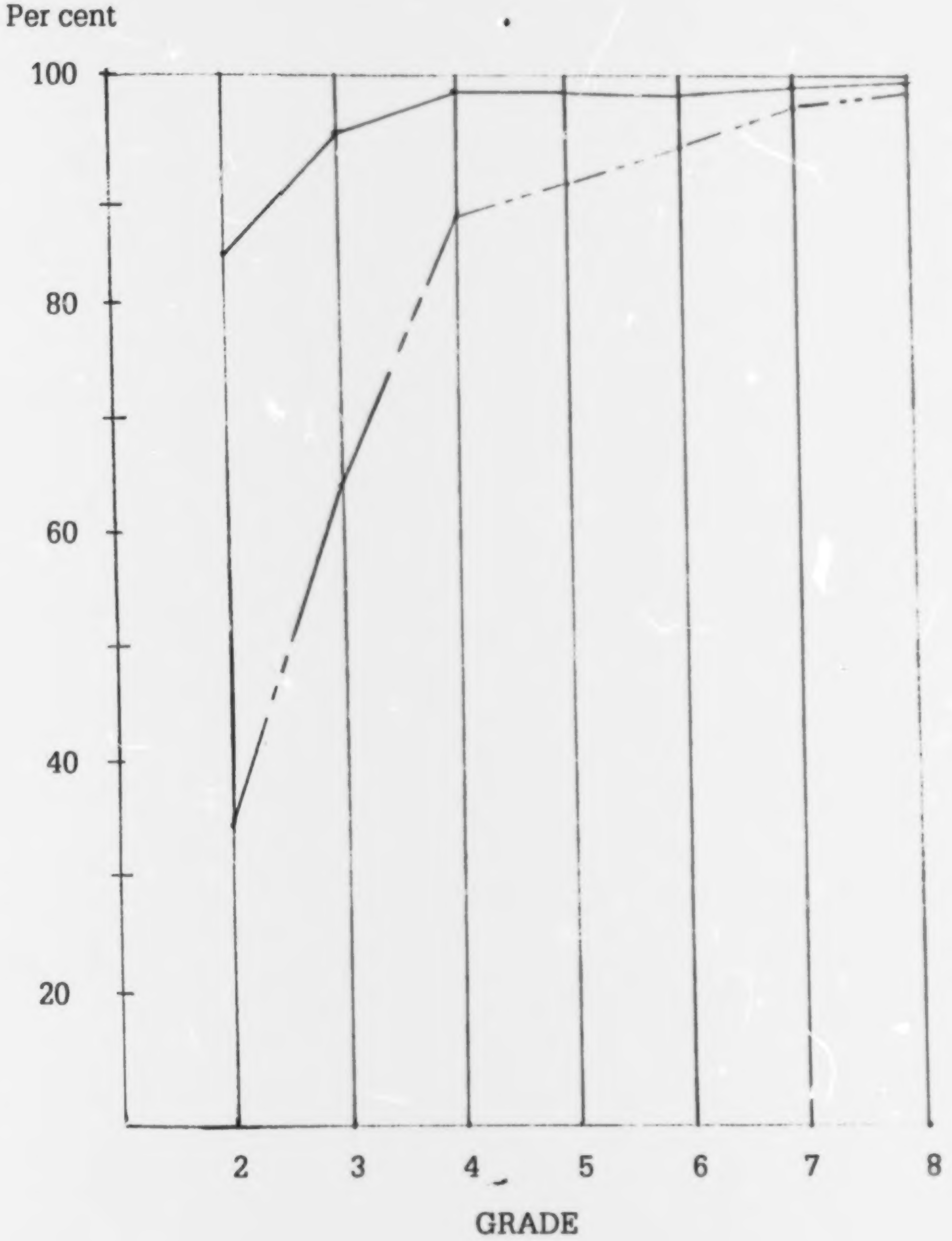
Table 9B

Grade	2		3		4		5		6		7		8	
Question	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	22	41	26	32	26	31	28	33	15	18	24	26	12	12
2.	8	37	27	31	24	31	32	33	17	18	25	26	13	13
3.	28	42	30	31	30	31	33	34	17	18	25	26	13	13
4.	21	39	16	31	30	31	33	34	17	17	26	26	13	13
5.	29	43	31	32	30	31	34	34	18	18	26	26	13	13
6.	9	41	15	30	27	30	33	33	17	17	25	25	13	13
7.	33	43	30	32	31	31	34	34	18	18	26	26	13	13
8.	25	42	31	31	31	31	34	34	18	18	26	26	13	13
9.	10	37	18	31	25	31	33	34	17	17	26	26	13	13
10.	35	42	31	32	30	31	34	34	18	18	26	26	13	13
11.	35	43	30	32	31	31	34	34	17	17	26	26	13	13
12.	3	37	24	30	29	30	34	34	17	17	26	26	13	13
13.	10	37	14	30	25	30	30	33	17	18	26	26	13	13
14.	1	35	6	28	25	30	30	33	17	17	24	25	13	13
15.	25	40	30	32	30	31	34	34	18	18	26	26	13	13
16.	0	32	3	28	6	26	9	30	13	17	23	25	12	12
17.	4	32	28	32	9	31	34	34	18	18	26	26	13	13
18.	0	12	5	27	28	30	33	33	16	17	26	26	12	13
19.	1	25	5	27	28	30	33	33	17	18	25	26	13	13
20.	1	24	10	29	28	30	30	33	17	17	25	26	13	1
	34%	84%	64%	95%	84%	98%	92%	98%	94%	97%	97%	99%	98%	99%

The summary percentages are plotted in the following diagram.

Graph a

Graph Demonstrating Grade Improvement in Library Skills



The fourth objective focused on increasing the amount of activity in the media center. The facility became available for research, plays learning centers, meetings, studying, homework, reading, education simulation games and audio-visual activities as indicated by the following results. (Table 10).

Table 10

Chart Showing Monthly Increase of Use of Media Center

MONTH	PRE IMPLEM.	1	2	3	4	5	6	7	8
EVENT			NUMBER OF PEOPLE						
Research	35	80	92	400	720	110	90	850	950
Plays	0	1	1	1	1	0	0	3	2
Learning Centers	0	2	5	2	8	1	3	17	17
Meetings	1	3	16	3	15	32	30	40	55
(No. groups)									
Homework	7	60	55	25	50	30	55	65	25
Relaxation	320	1280	1300	600	900	600	1250	500	500
Reading Ed. Computer	15	80	120	40	120	45	120	40	40
Simulation Games									
Chess	24	192	185	90	185	110	210	180	110
Audio-Visual use	3	18	27	13	80	40	90	32	90

The fifth objective aimed at increasing the resources by at least 1,000 books, tapes and other media. Results follow in Table 11.

Table 11

EXPENDITURE OF BUDGET for MEDIA CENTER 1991-2

Item	Number		Unit cost	Extended cost
Magazines	42 titles			$ 1000
Fiction	291	x	$10	2900
Reference	62	x	15	930
Religion	32	x	15	480
Social Science	142	x	15	$ 2130
Language	38	x	15	570
Science	414	x	15	6210
Technology	115	x	15	1725
Art and Sports	79	x	15	1185
Literature	39	x	15	585
History & Biography	231	x	15	3465
Easy Books: Fiction	143	x	12	1716
Non-Fiction	4	x	10	40
JUDAICA Fiction	30	x	15	450
Non-Fiction	30	x	15	450
Paperbacks-donated: 560				
TOTAL NUMBER OF NEW BOOKS	2210			$ 24,146.00
DONATIONS: $25 per book plaque or more				- 9,517.02
Total amount spent for books and magazines				$ 14, 628.98
Audio Visual				7,843.85
TOTAL MONIES SPENT				$ 22,472.83

For objective six, the media center sought and gathered a committee of at least a dozen library volunteers. to help organize, catalog and maintain the inventory. The results are found on Table 12.

Table 12

MONTHLY VOLUNTEER PROGRESS CHART

CHORE	DAY	MONTH	NAME OF VOLUNTEER	AMOUNT OF WORK COMPLETED
Type catalog cards				All cards typed.
File cards				Over 1,000 cards filed. Remainder in file box.
Type labels				All spine labels typed.
Affix labels				All labels affixed.
Check card catalog				Alphabetized. Need to complete at future computer inventory.
Audio-visual				Inventory Completed.
Vertical file				Completed.
Books returned to shelf				Completed.
Shelf order				Completed.
Books repaired				Completed.
Magazines				Organized.
Displays				Completed.

Objective seven sought to triple the weekly number of books and magazines checked out for pleasure reading. The results are as follows on Table 13.

Table 13

WEEKLY INCREASE IN CHECKED OUT MEDIA

Week	No. Books	No. Magazines	
1	75	0	
2	210	10	
3	0	0	Book Fair
4	140	8	
5	112	4	
6	213	9	
7	84	3	3 day week
8	185	9	
9	103	5	3 day week
10	303	15	
11	100	5	
12	340	3	
13			No School
14			No school
15	280	10	
16	190	10	
17	170	5	
18	175	5	
19	215	7	
20	175	5	4 day week
21	166	4	4 day week
22	197	3	
23	155	6	
24	172	8	
25	183	6	
26	194	8	
27	197	9	
28	219	5	
29	63	1	2 days of classes
30			No school
31	150	3	
32	175	5	
33	242	7	
Students were told to return all books next week			
34			Inventory

No books were checked out from this date except for classroom use.

The eighth objective required the media specialist to submit a proposal for expenditures for the media center in 1991-2. The results are found in Table 14.

Table 14

Media Funds Allocation 1991-2

Computer & Program.	$4000
Jewish Studies Books	1500
General Studies Books	3500
Subscription Renewals	1,000
TOTAL	$10,000
Videos, General Studies	$3,000
Videos, Jewish Studies	1,000
4 TVs with VCRs	3,200
4 TV Carts	800
Cassettes, 100	100
TOTAL	$8,100
GRAND TOTAL	$18,100

Conclusions

The relationship between the advisor and the writer could be described as somewhat comparable to an experienced jockey with a high-strung impatient race horse. The advisor had a very difficult task keeping her student focused and having to wait at the starting gate, but also to keep her going in the correct direction. During the proposal stage, the writer could not understand why her advisor kept telling the writer to slow down and pare down the number of goals and objectives. It soon became obvious to the implementor that unexpected conditions as well as stated objectives would take their toll in time, energy and resolution.

The experience and outcomes of the major practicum far exceeded the expectations of the implementor. The media specialist achieved her goal of developing an active media center through creative management.

Because of co-operative team work with teachers, volunteers and students, the media center became the center of activity. The greatest compliment that the media specialist received was that she gave the media center a soul.

One valuable lesson that was learned as a result of the practicum is the fact that one person cannot do everything or please everyone. The implementor learned that she did not have strong technical skills but employed the talents of staff, volunteers and students who enjoyed demonstrating their competence in those areas. Delegation and supervision of chores was as important as doing them.

There were two major purchases which the writer had hoped to see in the media center during her implementation: a computer for circulation, cataloging and inventory control; and bean bag chairs. The business manager stated that the computer system had to wait until the offices were computerized and then the media center would go on the same system. The media specialist preferred a company that had a user friendly library program but the business manager ordered a system specializing in office management.

The executive director did not want the bean bag chairs as she felt they were unnecessary and all monies should go towards books.

The media specialist learned the importance of seeking opportunities to demonstrate one's skills. The mural gave the school population the opportunity of seeing the media specialist work outside of the media center or art room.

Based on observation and results of library skills quizzes, (Tables 8 and 9), the media specialist has concluded that grades two to five benefited the most from a structured library skills program. Middle school students were bored by traditional lessons as recommended by the county but were very enthusiastic over the game Media Mavens (Appendix Q), age-appropriate videos and discussions about current affairs.

The statistics demonstrating the monthly increase of utilization of the media center underestimate the true number of people using the resources. (Table 10). There were many occasions when the media specialist was in her office conducting business with suppliers or teaching classes and could not keep track of each student or teacher who entered.

A tremendous amount was accomplished and the media specialist enjoyed the experience which has enabled her to become empowered with the knowledge she had acquired as a result of the practicum, and strengthened her confidence in order to pursue new challenges.

In conclusion, as a result of an exciting implementation, the media center of the target school has gone from a dull, colorless, lifeless facility to a bright, colorful, dynamic utilitarian center of activity. (Appendix U).

Recommendations

The school needs more learning centers. With a student body populated by numerous academically gifted students, opportunities for enrichment must be offered. The media center is an ideal location to set up these centers.

An interdisciplinary library skills program would introduce relevant materials to students and offer them the opportunity to investigate class curriculum with varied media. An interdisciplinary program means frequent communication with faculty and team- teaching.

The media specialist recommends that educators should share their interests and hobbies with the school. In her case, the writer took a hobby of portrait painting and created a major project with her skill.

Media specialists need to become comfortable with delegating tasks to well-trained volunteers. There needs to be a sense of team communication and cooperation wherein everyone works together for a shared purpose: organized and plentiful media. Without the help of the faculty, the volunteers and her students, this writer's goals would not have been realized.

With a core of dedicated and experienced volunteers who were able to accomplish a tremendous amount of work without being constantly supervised, the media specialist was able to achieve her objectives. In addition, very tight organization must be allowed for the collection of data for the results of the implementation.

Regarding a book fair, it is recommended that a mandatory inventory be held at the beginning and at the end. If it is to be conducted in the media center, but managed by the parent association, then an officer of that association should sign the contract with the book companies, not the media specialist. There needs to be strong written communication between the media specialist and the officers of the parent association regarding responsibilities and chores.

A media center with the approximate student body as in the target school needs a full-time media specialist with a paid part-time clerical assistant. With the advent of a computer system, clerical help will be a necessity to conduct inventory and process labels and cards.

The number of hours that the media specialist spent on teaching art, chess and lunch and after school duty took up necessary planning hours which should have led to planning learning centers which were rare in a school with so many academically gifted students. In other words, the media specialist should be able to focus on the area of expertise and be in the center before and after school and at lunch duty periods when there would be more opportunities for staff and students to utilize the facility.

A computer to facilitate clerical chores, establish inventory control and a modem, to assess more information for the school are necessary tools for the present and future age of information. Issues of technology are addressed in the three year plan. (Appendix N).

The media specialist needs more time to network with other professionals. The intensity of the program at the target school allowed almost no time to visit other schools. Information changes at such a rapid pace that more on-line communication is required and frequent workshops would alert the media specialist to other successful programs and media.

The image of media specialist must be updated to fit the age of information and technolgy. The media specialist can impart necessary knowledge to assist the public in gathering, assessing, and processing information. The days of a stern, unfriendly librarian are over. Information is available to everyone and is the media specialist's job to simplify and expedite the search for it in a pleasant, welcoming environment.

The writer still feels that the primary students need comfortable chairs to suit their small bodies.

factors which may be difficult to duplicate. In the first place, she is a woman of considerable energy. She is able to juggle many projects simultaneously but many times felt overwhelmed by the number of objectives which she hoped to achieve. She recommends fewer objectives for a practicum of this length .

The game "Media Mavens" is a successful tool for motivating students and makes library skills fun. The utilization of this game will increase skills in using a media center, help considerably with applying the Dewey Decimal System and creating a knowledge base for increased cultural literacy.

The notebooks help students personalize their work and provide them with the opportunity to research subjects which have relevance. The notebooks can also be used as a portable learning center in that the students can proceed according to their ability.

The three year plan developed by the media specialist will facilitate automation, establish an audio-visual lab, and encourage the development of a curriculum which would incorporate high-tech in the target school.

Dissemination

The opportunities for disseminating the information herein are numerous. As a result of her practicum, the implementor has developed a serious interest in global communication. She hopes to travel a great deal and share her experiences with other media specialists in single as well as double curriculum based programs and write about her experiences in magazines and professional journals.

In addition the writer hopes to continue being a media specialist and have the opportunity to incorporate her experience into new programs in other countries.

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APPENDIX A

STATISTICS FOR A JEWISH DAY SCHOOL

FINANCIAL STATEMENT

September 1, 1990 through August 31, 1991

Revenue	
Tuition and Fees	$987,249
Allocation from Jewish Federation of Palm Beach County, Inc.	517,695
Family Committment	104,398
Fundraising Activities (net of related expenses)	88,683
Other School Programs	36,437
Interest and Other Income	43,545
Total Support and Revenue	$1,778,007

Expenses	
Education	$864,635
Administration	361,941
Occupancy	229,252
Lunch Program	116,557
Tuition Assistance	174,646
Aftercare	9,171
Total Expenses	$1,756,202
Excess of revenue over expenses before capital additions (returned to Federation)	$21,805

STATISTICS

	1991/92	1990/91
Number of students	292	281
Number of teachers and aides	31	31
Number of learning hours per student per year	408,800	323,290
Number of kosher lunches served per year	51,100	49,737
Number of snacks served per year	85,848	83,367
Number of students qualifying for Federal Government subsidy for free/reduced lunch	27	28
Number of students using After School Care program	12	25

	1991/92	1990/91
Number of student After School Care hours per year	5,250	11,063
Number of students receiving tuition assistance (51/57 families)	69	79
Average Tuition grant per child	2,451	2,083
Average tuition per child	$3,867	$3,500
Average cost of educating one child	$6,600	$6,314
Jewish Federation of Palm Beach County subvention per child	1,733	1,842

The JCDS is a beneficiary agency of the Jewish Federation of Palm Beach County

APPENDIX B

SCHEDULE OF THE MEDIA SPECIALIST

RHONA SINGER (Media Center Schedule)

PERIODS/TIMES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST PERIOD 8:15 - 9:00	3B	3A Art Rm. 112	2B	4A Art Rm. 112	3A
SECOND PERIOD 9:00 - 9:45	5A	4A		4B	2A
THIRD PERIOD 9:45 - 10:30				KB	
RECESS 10:30 - 10:45					
FOURTH PERIOD 10:45 - 11:30		LUNCH	LUNCH	LUNCH	LUNCH
FIFTH PERIOD 11:30 - 12:15	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	8
SIXTH PERIOD 12:15 - 1:00	LUNCH		5B Art Rm. 112	Recess Library	Lunch Duty
SEVENTH PERIOD 1:00 - 1:45	5B		1B	1A	KA
SSR 1:45 - 2:00	5B	1B Recess Room 105	1B	1A	KA
EIGHTH PERIOD 2:00 - 2:45	7B	CHESS	CHESS	CHESS	7A
NINTH PERIOD 2:45 - 3:30			6A	6B	
	RHONA SINGER				

APPENDIX C

LIBRARY SKILLS QUIZ GRADES 2-8

NAME____________________GRADE____

LIBRARY SKILLS QUIZ FOR GRADES 2-8

DIRECTIONS: From the following list of words, fill in the blanks.

author
title
illustrator
spine
table of contents
dictionary
publisher

index
encyclopedia
map
newspaper
almanac
telephone book
Media Center

schedule
diagram
Card Catalog
Dewey Decimal System
Biography
atlas

---

1. Place where you can gather information ____________________
2. People who put a book together____________________
3. Backbone of a book____________
4. Person who draws pictures in the book____________________
5. A daily collection of local and international news____________________
6. Place in the library telling the name, subject and authors of books____________________
7. Person who writes a book____________
8. Paper that tells location of places__________
9. A book about someone's life written by someone else____________________
10. Name of a book__________
11. An alphabetical book which defines words____________________
12. Books that describe people, places and things____________________
13. A collection of maps____________
14. An organized system that libraries use to locate books____________________
15. Where peoples' names, addresses and phone numbers are listed alphabetically____________________
16. A form which tells you the time of events____________________
17. A list of chapters in a book____________________
18. A drawing to tell you about something____________________
19. A yearly book of facts ____________________
20. An alphabetical list of important people and places in a book__________

By: Rhona Singer

APPENDIX D

PRE AND POST STUDENT QUESTIONNAIRE

NAME________________GRADE____

PRE AND POST QUESTIONNAIRE FOR STUDENTS USING THE MEDIA CENTER

	YES	NO
1. Do you know where to find the following books: a. Bibliography		
b. History		
c. Magazines		
d. Fiction		
e. Science		
2. Do you read some of the magazines in the media center?		
3. Do you check out books for pleasure reading?		
4. Does the media center have the books that you need for research?		
5. Does the media center have books that interest you?		

By: Rhona Singer

APPENDIX E

PRE AND POST STAFF QUESTIONNAIRE

PRE AND POST STAFF QUESTIONNAIRE

	Yes	No
1. Did the media specialist give you a detailed tour of the media center?		
2. Are you able to find requested books?		
3. Have you been asked about your needs for resources in the media center?		
4. Have your requests been fulfilled?		
5. Are your students able to find research materials in the media center without disturbing you?		
6. Do you know what resources are available in the media center and their location?		
7. Have you noticed an improvement in activity in the media center?		
8. Is the media center well-organized?		
9. Do you use the media center more than once a month?		
10. Do you read the journals and catalogs in the teacher's lounge?		

By: Rhona Singer

APPENDIX F

ORAL QUESTIONS FOR KINDERGARTEN TO GRADE TWO

ORAL QUESTIONS FOR KINDERGARTEN TO GRADE TWO

1. Where do you find the Easy Book collection?

2. What is a fiction book?

3. What is a non-fiction book?

4. How do you check out a book?

5. When do you have to return your book to the library ?

6. What happens if you do not return your book on time?

7. What does an author do?

8. What is a title of a book?

9. What does the publisher do?

10. What does an illustrator do?

By: Rhona Singer

APPENDIX G

CHART SHOWING INCREASE IN MEDIA CENTER USE

Chart Showing Monthly Increase of Use of Media Center

MONTH	PRE IMPLEM.	1	2	3	4	5	6	7	8
EVENT	NUMBER OF PEOPLE								
Research	35	80	92	400	720	110	90	850	950
Plays	0	1	1	1	1	0	0	3	2
Learning Centers	0	2	5	2	8	1	3	17	17
Meetings	1	3	16	3	15	32	30	40	55
(No. groups)									
Homework	7	60	55	25	50	30	55	65	25
Relaxation	320	1280	1300	600	900	600	1250	500	500
Reading Ed. Computer	15	80	120	40	120	45	120	40	40
Simulation Games									
Chess	24	192	185	90	185	110	210	180	110
Audio-Visual use	3	18	27	13	80	40	90	32	90

APPENDIX H

CHART SHOWING INCREASE IN MEDIA CENTER COLLECTION

CHART SHOWING
INCREASE IN MEDIA CENTER COLLECTION 1991-2

Inventory at Beginning of Implementation			After Eight Months	
	March 30		$$	
General Reference books	542	+ 50 =	592 x 50 =	$29,600
Jewish Reference	130	+ 30 =	165 x 30 =	4000
Judaica	1,245	+ 94 =	1339 x 15 =	20,085
Fiction	560	+ 251 =	811 x 15 =	12,165
General Works	38		38 x 15 =	570
Philosophy	32	+13 =	45 x 15 =	675
Religion	23	+ 23 =	46 x 15 =	690
Language	8	+ 29 =	37 x 15 =	555
Pure Science	316	+ 276 =	592 x 15 =	8880
Social Science	256	+ 100 =	356 x 15 =	5340
Technology	206	+ 99 =	305 x 15 =	4575
The Arts	187	+ 71 =	258 x 15 =	3870
Literature	251	+ 38 =	289 x 15 =	4385
History	572	+ 203 =	775 x 20 =	15,500
Biography Part of History	360		360 x 20 =	7200
EASY BOOKS				
Fiction	606	+ 93 =	699 x 12 =	8388
Non-Fiction	258	+ 4 =	262 x 12 =	3144
PAPERBACKS		+ 500 =	500 x 4 =	2000
TOTAL	5590	+ 1874 =	7464 x $1 Catalog Kits	7464
			Total Inventory =	$139,036

By Rhona Singer, Media Specialist, JCDS

APPENDIX I
LIBRARY CHORE LISTS

SPECIAL CATEGORY MEDIA CHORES

REFERENCE:

1. Fill in spine-label sheets from media office.
2. Books should be in order according to Dewey Decimal System.
3. Check book condition form from media office.
4. Books which do not belong in reference should placed on book truck.

JUDAICA:

1. All books with Jewish content carry a plain Star of David label in the general collection or have a "D" within the star which stands for the private donor Holocaust collection which must be kept separate according to the wishes of the donor.
2. The general Judaica collection is divided into the following categories: Books on Judaism, Israel, Fiction, Hebrew, and Reference.
3. The Judaica collection requires catalog cards and Dewey Decimal spine labels in addition to the identifying star label.
4. Catalog cards from the Diogenes collection must be placed in the card catalog.

BIRTHDAY BOOKS and BEQUESTS:

1. Check Birthday Book and Bequest box in media office.
2. Affix appropriate inscription
3. Send notices to recipients.
4. Send thank-you's to donors.
5. Place processed books in" Processed" box in media office.

EASY READING BOOK COLLECTION:

1. Separate general easy books from Permabound Memorial collection as requested by donor.
2. Ensure placement of memorial plaque on specialized primary collection.
3. Affix easy -reading labels to general Easy collection.
4. All books should be shelved alphabetically and Dewey Decimal order.

DISPLAYS:

1. Check with the teachers of each grade bi-monthly and request samples of student work.
2. Keep lists of participating students and classes on the wall.
3. Give every child the opportunity to display work at least once during the year either on the "Admire Our Stars" wall or on class projects displayed in the media center.
4. Change displays at least bi-monthly.
5. Change calendars monthly on Bulletin board.
6. List monthly authors and discuss their works.

AUDIO-VISUAL EQUIPMENT ROOM:

1. Inventory all equipment with serial numbers.
2. Make semi-annual check on condition and fill out repair forms.
3. Ensure all A/V equipment have typed cards and pockets.
4. Catalog all equipment.

BOOK CONDITION SHEET

TITLE	AUTHOR'S LAST NAME	SHELF NUMBER	LOCATION OF NEEDED REPAIR			
			DAMAGE	NEEDS		
				SPINE LABEL	POCKET	CIRCULATION CARD

BY: RHONA SINGER

APPENDIX J

WEEKLY CHART OF INCREASE IN CHECKED-OUT MEDIA

WEEKLY CHART OF INCREASE IN CHECKED OUT MEDIA

Week	No. Books	No. Magazines	
1	75	0	
2	210	10	
3	0	0	Book Fair
4	140	8	
5	112	4	
6	213	9	
7	84	3	3 day week
8	185	9	
9	103	5	3 day week
10	303	15	
11	100	5	
12	340	3	
13			No School
14			No school
15	280	10	
16	190	10	
17	170	5	
18	175	5	
19	215	7	
20	175	5	4 day week
21	166	4	4 day week
22	197	3	
23	155	6	
24	172	8	
25	183	6	
26	194	8	
27	197	9	
28	219	5	
29	63	1	2 days of classes
30			No school
31	150	3	
32	175	5	
33	242	7	
Students were told to return all books next week			
34			Inventory

No books were checked out from this date except for classroom use.

By: Rhona Singer

APPENDIX K
BUDGET PROPOSAL

MEDIA CENTER BUDGET

COMPUTER & PROGRAMS	$ 4,000
JEWISH STUDIES BOOKS	2,000
GENERAL STUDIES BOOKS	3,000
SUBSCRIPTION RENEWALS	1,000
SUB-TOTAL	$10,000
VIDEOS, GENERAL STUDIES	$ 3,000
VIDEOS, JEWISH STUDIES	1,000
4 TV'S WITH VCR'S	3,200
4 TV CARTS	800
CASSETTES, 100	100
SUB-TOTAL	$ 8,100
TOTAL	$18,000

APPENDIX L

MONTHLY VOLUNTEER PROGRESS REPORT

LIBRARY VOLUNTEERS

PLEASE DO NOT REMOVE BOOKS FROM SHELVES UNLESS FOR REPAIR

THANK YOU!

SHELF ORDER:

1. Take blue shelf order card from card tray
2. Check shelf to see if books are in order:
   a. Dewey Decimal System
   b. Alphabetical order
3. Put books in order. Initial and date card.
4. Take book condition sheet from volunteer box.
   a. Check correct column for condition, spine label, pocket, school-stamp, and check-out card.

BOOK TRUCK:

1. Make sure books have cards in pockets.
2. Return book to shelf- see Shelf Order

NEW-BOOK SHELF:

1. Take New- Book Shelf sheet from volunteer box.
2. Check to see if books have spine labels, pocket, school stamp.
3. Initial, date and return sheet to "completed".

CARD CATALOG:

1. Check box for alphabetizing.
2. File cards according to title, author, and subject.
3. Place extra cards in shelf list box in media office.

APPENDIX M

"ADMIRE OUR STARS" PROJECT

Jewish Community Day School of Palm Beach County, Inc.
BENJAMIN S. HORNSTEIN ELEMENTARY SCHOOL
RAPAPORT JUNIOR HIGH SCHOOL
5801 Parker Avenue, West Palm Beach, Florida 33405
(407) 585-2227 • Fax (407) 585-8091

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Carol Roberts
*Rabbi Dr. Irving Cohen
Rabbi Hyman Fishman
*Rabbi Dr. William H. Shapiro

*deceased

November 19, 1991

Dear Teachers,

Mrs. Singer had an idea for displaying students work in the Media Center in order to show the learning progress from Kingergarten through Grade 8.

Every 2 months or so, we would like to display student's work which reflect what they are learning in each class. Hopefully, all students will have their work displayed before the school year is over. This display will be in the Media Center for all to see and admire.

By displaying a representative work sample we will be able to:

1. educationally show the progression of skills, and how each year we build upon the skills already learned. This will show how students learn and develop into the bright leaders of the future;

2. personally be proud of excellent work, to be pleased with how much they have learned and grown, and see the span of what was learned and what they can look forward to learning in the future;

3. display to everyone the scope of our curriculum, the the tremendous influence the teachers have on our children, and show the talent of our students.

I sincerely request, for December, that you submit 4 or 5 student's work representing a typical assignment in any of these disciplines: math, writing samples, or Jewish Studies. Suggestions: K - counting chart, 1st - beginning to add, 2nd - two digit addition, subtraction, etc., 3rd - sample book reports, etc. Jewish Studies work is also needed to show progression of work from Kindergarten to 8th grade. Please help us showcase classroom work.

Sincerely,

Ellen Slater

Ellen Slater

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November 20, 1991

TO: Rhona Singer

FROM: Alexa Rado

RE: Display of Work in Media Center

Ellen Slater came to me with your idea of displaying student's work in the classrooms so all the children in the school can view and learn from the displays. I think it is a wonderful idea and I am immediately sending a memo from Ellen to all the teachers to begin the process.

Again, thanks for you idea and input in making the Media Center a part of the entire curriculum in our school.

APPENDIX N

THREE YEAR PLAN

THREE YEAR PLAN FOR MEDIA CENTER K-GRADE 8

1992-3 1993-4 1994-5

Rhona Singer
Nova University
Cluster 34

GOAL 1

TO AUTOMATE MEDIA CENTER

YEAR 1	YEAR 2	YEAR 3
OBJECTIVE 1 Complete trade-off study of commercially available hardware and software. METHOD: Identify media center needs. Research available literature. Network with school librarians. Have computer reps give demos. Request proposals from companies. Prepare price list. EVALUATION Compare merits of existing systems for cost effectiveness. BUDGET $10,000 hardware and software.	OBJECTIVE 1 Inventory all books and AV. METHOD Establish bar code system. Solicit volunteers. Match all title catalog cards with books. Discard worn and outdated materials. EVALUATION All media will be inventoried. BUDGET No cost.	OBJECTIVE 1 Select networking hardware. METHOD Establish needs. Examine catalogs for hardware ie. modem, Prodigy. Compare prices of hardware. Network with school Media Specialists. Have computer reps give demos. Request proposals from companies. EVALUATION Determine most effective units for target school. BUDGET $1,000.
OBJECTIVE 2 Obtain purchase order. METHOD Prepare budget proposal. Meet with business manager. Present/sell proposal. Receive purchase order. Order equipment. EVALUATION Demonstrate price and value for systems. BUDGET $10,000	OBJECTIVE 2 Enter media by bar code. METHOD Enter inventory by Dewey system. Enter price of each item for insurance and replacement. EVALUATION Demonstrate effectiveness of on-line inventory. BUDGET No cost.	OBJECTIVE 2 Attain budget approval. METHOD Prepare proposal. Meet with business manager. Submit/sell proposal. Get purchase order. EVALUATION Examine cost effectiveness. BUDGET $1,000.
OBJECTIVE 3 Installation of equipment METHOD Contract with supplier. Have system installed. Undergo on-site training for use and application of hardware and software. Media Specialist instructs volunteers how to use hardware. EVALUATION Media Specialist and volunteers can demonstrate effectiveness of integrated hardware/software BUDGET No cost.	OBJECTIVE 3 Establish back-up system. METHOD Maintain accurate shelf-list. Have file for print-outs of all entries. Make back-up disks of inventory. EVALUATION Examine accuracy of back-up. BUDGET No cost.	OBJECTIVE 3 Install hardware METHOD Contract with supplier. Have equipment installed. Media Specialist undergoes on-site training. EVALUATION Media Specialist and students demonstrate effective usage of equipment. BUDGET No further cost.

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GOAL 2
ESTABLISH AUDIO VISUAL LAB

YEAR 1

OBJECTIVE 1
Determine needs of media center.
METHOD
Network with other Media Specialists.
Visit other campuses.
Examine catalogs.
EVALUATION
Compare systems.
BUDGET
$10,000

OBJECTIVE 2
Select equipment: Interactive Video
Language Lab
METHOD
List choices of equipment
Get proposals from suppliers.
List prices.
EVALUATION
Compare systems.
BUDGET
See Objective 1.

OBJECTIVE 3
Obtain funding
METHOD
Prepare budget proposal.
Submit/sell proposal to
business manager.
Acquire purchase order.
EVALUATION
Approval of business manager.
BUDGET
$10,000

YEAR 2

OBJECTIVE 1
Set up interactive video unit
METHOD
Have supplier set up unit.
Inventory all equipment.
Have back-up list.
Media specialist undergoes
on-site training.
EVALUATION
Media Specialist is competent
in usage of interactive-video.
BUDGET
$2,000

OBJECTIVE 2
Organize Language Lab
METHOD
Inventory all equipment.
Make back-up list.
Set up A/V centers in
Media center.
EVALUATION
Centers are easily accessible
and user friendly.
BUDGET
$1,000.

OBJECTIVE 3
Organize Audio-Visual room
METHOD
Determine location of materials.
Solicit volunteers.
Train volunteers.
Repair or discard broken parts.
Inventory all materials.
Make back-up list.
Enter on computer.
EVALUATION
Administrator will determine
that all media is inventoried.
BUDGET No cost

OBJECTIVE 4
Assess replacements.
METHOD
List media to be repaired.
List media to be replaced.
EVALUATION
Room will be examined by
administrator.
BUDGET
$500

YEAR 3

OBJECTIVE 1
Establish TV Control Room
METHOD
Move files from Med. Specialist's
office to check-out table.
Put TV control panel in office.
Have suppliers train Media Specialist
on site.
EVALUATION
Media Specialist will demonstrate
competency with equipment.
BUDGET
$3500

OBJECTIVE 2
Inventory all equipment.
METHOD
Put all equipment on computer.
Make back-up list.
EVALUATION
Administrator will determine
that all materials are inventoried.
BUDGET
No cost.

OBJECTIVE 3
Establish Ham Radio station.
METHOD
Clean game room in media center.
Have Ham radio station delivered.
Set it up in game room.
Supplier will train Media Specialist
on site.
EVALUATION
Media Specialist will demonstrate
competencyin use of Ham Radio.
BUDGET $3,000

GOAL 3
DEVELOP CURRICULUM TO INCORPORATE HIGH-TECH

YEAR 1

OBJECTIVE 1
Insruct middle school students
in entering data on computer.
METHOD
Integrate programming into media
skills curriculum for middle school.
Teach uses of automation.
Theory and practice.
EVALUATION
Test student competency
in computer theory and practice.
BUDGET
No extra cost

YEAR 2

OBJECTIVE 1
Integrate interactive video into
curriculum.
METHOD
Instruct students in use of
interactive video.
EVALUATION
Students will demonstrate
competencyin use of interactive-
video equipment.
BUDGET
No extra cost.

OBJECTIVE 2
Integrate Language Lab into curriculum
METHOD
Develop a curriculum to include
Language Lab in media skills K-8.
Teach curriculum.
EVALUATION
Test student progress.
BUDGET
No extra cost

YEAR 3

OBJECTIVE 1
Familiarize students with TV Control Room.
METHOD
Develop media skills curriculum
to integrate inter-school TV
Teach interviewing techniques.
EVALUATION
Students K-8 will demonstrate
knowledge of uses of TV control room.
BUDGET
No extra cost.

OBJECTIVE 2
Familiarize Grades 2-8 students
with Ham Radio unit.
METHOD
Develop curriculum to integrate Ham Radio
into media Skills program Grades 2-8.
Use maps to increase Geography skills.
Discuss international etiquette.
Teach uses of Ham Radio.
EVALUATION
Test students in grades 2-8 to demonstrate
knowledge of function of Ham Radio.
BUDGET
No extra cost.

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APPENDIX O
ACCREDITATION

LIBRARY-MEDIA CENTER

The JCDS Media center opened its doors for the first time in August, 1990. It is the largest part of a two million dollar, twelve thousand square foot addition to the school. There is a main reading and periodical room which is used for library skills instruction. As one enters the media center, one sees a small room at the immediate right side which is used by students and teachers for small classes, test make-ups, and teacher preparation. To the right of the remedial room is an office, approximately 8' by 10' which is used by the Media Specialist. There are six new wood tables with four chairs each. The furniture matches the bookshelves and with skylights along the length of the center, the room has an expansive, clean professional appearance.

COLLECTION

Attached is an inventory of reading materials. In the main reading room, there are stacks with approximately 6,500 books in the collection. (see Appendix). About one fifth of the collection relates to the Hebrew curriculum or are of Jewish content. There are three vertical shelves which contain these books on Judaica.

At the beginning of the 1991-2 school year all of the shelves except for the Reference section, were only one-eighth to one-half filled. Since then, approximately 1,000 new books were purchased by the Media Specialist which have greatly augmented the collection. In addition, there are forty-two monthly or weekly magazines.

REFERENCE COLLECTION

The Reference collection has several updated (1990) encyclopediae for both general and Judaic studies, including World Book, Encyclopedia Britannica and encyclopedia Judaica. There are several dictionaries in English, Hebrew and Spanish. Among the selections are: Rhyming dictionary, Thesaurus (several), Almanacs, Science books, Atlasas, Dictionaries of

Biographies, Geography,History, Music, and Art.

EASY COLLECTION

All of the books in the main collection were moved to make room for a small but highly selective Easy Book collection in memory of a kindergartener who died several years ago. Known as the Desiderio Collection, these books are for primary readers and have been recommended by the Wilson Catalog. They have all been purchased by from Permabound Publishers which makes the books readily identifiable and specially ordered spine labels will also differentiate the collection.

The remainder of the Easy Book collection contains selections suitable for beginning readers. There is an appropriate proportion between fiction and non-fiction.

MEDIA SPECIALIST

There is one Media Specialist who manages the collection and teaches library skills to all students in kindergarten through grade eight. The Media Specialist is an educator with several years of teaching experience in Canada, Israel and the United States. She is currently completing a Doctorate in Education (Specialization: Gifted Education). The title of her major practicum is: Developing an Active Media Center for Children in Kindergarten Through Grade Eight.

She has initiated the following additions to the Media Center:

1. Introduction of chess last year in an after-school club. It is now an elective subject held during school hours three times a week for sixteen middle school students.
2. Organized a library volunteer group consisting of twelve parents, grandparents and members of the community. These volunteers assist with filing, returning books to the shelves and assist in setting up displays within the media center.

3. Designed a wall display to show the work of students in every grade so that the school body and guests can see an overview of the content progression.
4. Ordered and catalogued over a thousand new books this past year which were carefully selected to augment the collection.
5. Inventoried the entire collection.
6. Integrates displays of students' art work and projects throughout the center.
7. Encourages primary students to play with educational puzzles and draw pictures of stories read to them in class.
8. Encourages a user friendly library for research and socializing.
9. Separated Judaica collection and ordered special spine labels.
10. Teaches an interdisciplinary library skills program.

The Media Specialist meets frequently with individual faculty members and ensures that the library skills program complements the general curriculum. Library skills are reinforced in the Language Arts program.

CURRICULUM

The curriculum for the library skills program is based on the handbook for teaching media skills by the Palm Beach County Board of Education.

An overview of the library skills program is as follows:

September: Introduction to library
Rules and responsibilities
Map of media center
Scavenger hunts for locating books
-High Holy Days: Rosh Hashana, Yom Kippur

October: Study Skills
- Card catalog
- Holidays: Columbus day
  - Simhat Torah
- Dewey Decimal System

November: Selection and utilization
- Bibliographies
- Ability level
- Thanksgiving
- Newspapers

December: Comprehension and Application
- Chanukah
- Dictionary
- Encyclopedia

January: Presentation and Information
- Index and Glossary
- Holidays: Tu B'Shvat
  - Martin luther King Jr.
- Maps, charts and atlases

February: American History
- Presidents
- Holidays: Lincoln and Washington birthdays

March: Thinking skills
- Imagination
- Young Authors
- Participation
- Paraphrase
- Holiday: Purim

April: Appreciation and Compassion
    Holocaust Remembrance
    Holidays: Passover
        Yom Ha Shoah

May : Review
    Holidays: Independence day
        Mother's day
        Lag B'Omer
        Memorial Day

June: Video
    Book return
    Inventory
    Order for the coming year

AUDIO VISUAL MATERIALS

A complete inventory of audio-visual materials is attached. The media center is responsible for cataloging and distributing all materials and equipment. All AV equipment is kept in a locked room adjoining the media center. Faculty may borrow the equipment during school hours or for evening presentation.

The JCDS has access to the Palm Beach County School Board, the Palm Beach County Library System and the Jewish Federation Media Center.

AUTOMATED LIBRARY SYSTEM

The Media Specialist is currently researching the uses and costs of an automated system for the inventory and circulation. One major concern is that there is no inter-connecting system which would allow more than one child at a time to look up sources. One possibility would be to examine the possibility of finding a software program which could inter-connect the existing computers with a main-frame unit.

CIRCULATION

A manual system is used to maintain the collectionStudents assist in shelving books, checking out materials and filing catalog cards.

STATISTICS

Approximately 650 books and materials are borrowed monthly. The budget for the media center for 1991-1992 was approximately $10,000. Seventeen classes receive at least forty-five minutes of library each week.

GOALS

1. Repair five of the six existing computers as there are numerous daily requests to use them.

2. Purchase educational software for the computers in the media center for recreation and computer assisted research.

3. Complete research for an automated system and solve the needs of multiple simultaneous requests for information. The system must be user friendly for staff and students.

4. Eliminate the need for the Media Specialist to teach classes in other subjects. The extra six hours are essential for the maintaintenance of an organized library and media center.

5. Hire a part time clerk to assist with filing, shelving and processing.

6. Purchase bean bag chairs(24) for the use of all students during story-time. (approximately twenty minutes per class).

7. Get the school "On Line' with a modem in order to swiftly communicate with other resource locations.

8. Continue to purchase new books and AV equipment as determined by the needs of the staff and student body.

9. Continue to develop a language lab in the media center. (Materials are being presently purchased and donated by Media Specialist.) The BBC "Muzzy" language programs for children in videos and cassettes in Spanish, French and Italian have already been purchased.

10. Initiate a program in which children design their own library skills handbook.

SUBMITTED BY: Rhona Singer
JCDS Media Specialist

COMMITTEE: Rhona Singer, Peggy Leznoff, Lorraine Lester

VIDEOS

ADVENTURES OF HUCK FINN
AFRICA: SERENGETI: ELEPHANTS
    MASAI & LIONS, GORILLAS

ALL CREATURES GREAT & SMALL
ALLOCATING CONTRIBUTIONS; DECISION IS YOURS (STAFF)
ANN OF GREEN GABLES
ANN OF AVONLEA
ANNIE OAKLEY
AUDOBON SOCIETY'S VIDEO GUIDE TO BIRDS OF NORTH AMERICA 1-1V

BEDKNOBS & BROOMSTICKS
BLUEPRINT FOR A BRIGHTER FUTURE (STAFF RETIREMENT)
BORN FREE

CALL OF THE WILD
CARE BEARS
CASEY AT THE BAT
CASSATT
CHARLOTTE'S WEB
CHALLENGE OF THE UNKNOWN (2 VOL.)
CHITTY CHITTY BANG BANG
CIVIL WAR (2 VOL)
CLASH OF THE TITANS
CYRANO DE BERGERAC

DARLIN' CLEMENTINE
LEIB DIOGENES(INTERVIEW)
DOCTOR DOOLITTLE
DRUG EDUCATION

THOMAS EAKINS
E.T.
EXODUS

FAIRY TALE CLASSICS
FAMINE AND CHRONIC HUNGER
FAMOUS AMERICANS OF THE 20TH CENTURY:
    THOMAS A. EDISON
    DWIGHT D. EISENHOWER
    HENRY FORD

  - HELEN KELLER
  - FRANKLIN DELANO ROOSEVELT
  - HARRY S. TRUMAN

FOR ALL MANKIND: NASA

GENOCIDE
GREAT EXPECTATIONS

HARRY & HENDERSON
HEIDI
HELPING YOUNG CHILDREN LEARN TO RELAX
HEY WHAT ABOUT ME-GUIDE FOR SIBLINGS OF NEW BABIES
HISTORY OF THE EIGHTIES(10 VOLS.)
HISTORY: TWENTIETH CENTURY (9 VOL)
1. 1900-1909
2. 1910-1919
3. 1920-1929
4.1930-1939
5. 1940-1949
6. 1950-1959
7. 1960-1964
8. 1965-1969
9. 1970-1979
HOLOCAUST MEMORIAL: DIOGENES
HUGS FROM THE HEART
HUGGINS AND KISSES
HUGS FOR GRANDMA

JCDS GRAUATION 1985
JCDS SCIENCE FAIR 1989
JEWISH HOLIDAYS
JOHNNY APPLESEED
JOURNEY TO THE CENTER OF THE EARTH
JULIUS CAESAR

LEARNING FAIR 1988
LEGEND OF SLEEPY HOLLOW
LIBRARY SKILLS
LIGHTS-CHANUKAH
LITTLE TOAD TO THE RESCUE

MARCH OF THE LIVING
MARTIN LUTHER KING JR
MIRACLE WORKER
MY LITTLE PONY
MY LITTLE PONY: ESCAPE

NEVELSON: PORTRAIT
NUTRITION: SHAKE IT UP

O'KEEFE: PORTRAIT

PECOS BILL
POKEY LITTLE PUPPY
PROJECT RENEWAL 1988

RAVEN (DEBATE)
RED BALLOON
RIVERA: PORTRAIT
ROCKWELL(NORMAN'S) WORLD

SABBATH
SAILOR DOG
SEARCH FOR SOLUTIONS(3)
SECRET GARDEN
SESAME STREET(5)
SEXUALITY: STRAIGHT TALK
STORYTELLING WITH JOE FERGUSON
STUDY SKILLS: 1. ADAPTATION,CONTEXT, TRIAL & ERROR
    2. INVESTIGATION, EVIDENCE, PATTERNS
    3. MODELING, THEORY, & PREDICTION
SUPERMAN
SUPER SITTERS:BABYSITTING

TIME MACHINE
TREASURE ISLAND
TO SIR WITH LOVE
TWENTIETH CENTURY (9 VOLS.)
TZADAKA (HEBREW)

WALLENBERG: A HERO'S STORY
WAR GAMES
WARHOL: PORTRAIT
WEE SING TOGETHER
WHERE DID I COME FROM
WRIGHT (FRANK LLOYD): PORTRAIT
WYETH: PORTRAIT

By: RHONA SINGER

APPENDIX P
DEWEY DECIMAL RAP

DEWEY DECIMAL SYSTEM

There is a system by the name of Dewey.
Some may smile, and some say "Phooey!"
But this is a system which is our friend
So when you go to the library,
There's no dead end.
The Dewey sytem
Divides subjects into 10 categories
Which are quite different from fiction stories.
Dewey will take you
Straight on through......
And many nonfiction mysteries
Will be solved for you.

c.1992 R. Singer

APPENDIX Q
MEDIA MAVENS

MEDIA MAVENS

1. Use Oak Tag or Bristol Board at least 30" by 36".
2. Cut 15 self-stick "pockets" in half.
3. Place pockets evenly spaced, 5 to a row, 3 rows deep.
4. Using colored borrower cards, print name of category on one side with the number of points according to difficulty. On the other side, print the question and print the answer a few spaces lower. Eg. Library Skills10 (points)
   Q. What is a fiction book? A. An imaginary story or not real.
5. Divide class in half.
6. Give each child a number. Two children who have the same number come to the front and answer the question.

MEDIA MAVENS

LIBRARY SKILLS	5	10	25	50	100
DEWEY DECIMAL SYSTEM	5	10	25	50	100
CULTURAL LITERACY	5	10	25	50	100

APPENDIX R

LETTER REGARDING MEDIA CENTER LUNCHEON

MEDIA CENTER

WHERE WE WERE: 1991
NO. OF BOOKS: 5590
WHERE WE ARE! 1992
NO. OF BOOKS: 7464

WHAT WE DID!

1. Ordered, filed, cataloged over 1300 books.
2. Assembled a paper-back collection of 500 books.
3. Set up a library skills program to integrate interdisciplinary curriculum.
4. Ordered dual curriculum video collection.
5. Repaired materials
6. Weeded out-dated media.
7. Organized a dozen library volunteers.
8. Displayed classwork K-8.
9. Wrote a 3 year plan.
10. Gave the Media Center a soul.

WHERE WE'RE GOING!

1. Need part-time clerk 3 hours 3 X a week @$5hr
2. Inter-school TV
3. Top-quality VCR's
4. Enrich Judaica collection
5. Computerize Media Center
6. Ham Radio station
7. Language Lab.
8. Modems for on-line access
9. More books
10. More A/V equipment.

Jewish Community Day School of Palm Beach County, Inc.
BENJAMIN S. HORNSTEIN ELEMENTARY SCHOOL
RAPAPORT JUNIOR HIGH SCHOOL
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Rabbi Hyman Fishman
*Rabbi Dr. William H. Shapiro
*deceased

June, 5th 1992

Mrs. Rhona Singer
110 Flagler Promenade North
West Palm Beach, Florida 33405

Dear Rhona,

The Jewish Community Day School's Media Center has once again taken one giant step forward for our children. Thanks to your generosity we were able to raise over $5,000.00 this year. The monies collected will go directly towards the purchase of library materials and related computer software for the media center.

We are so pleased that you have considered the media center as a recipient of your donation this school year. This second annual Media Center Luncheon was a success because you care and ***"WE ARE THE PEOPLE OF THE BOOK"***.

Looking forward to seeing you at the third annual !

Sincerely yours,

Phyllis Penner

Phyllis Penner

Thanks for the presentation!

The Jewish Community Day School is a Beneficiary Agency of the Jewish Federation of Palm Beach County and is accredited by the Florida Council of Independent Schools

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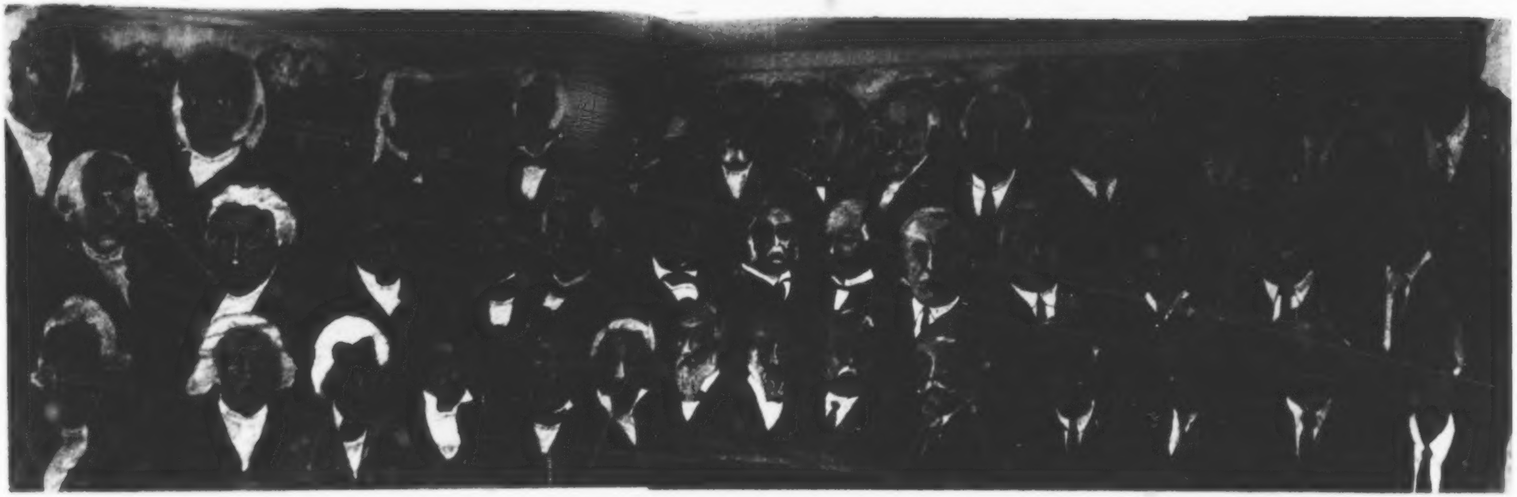
APPENDIX S

LAND OF THE PRESIDENTS MURAL



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APPENDIX T

SAMPLE LETTER FROM A PARENT

1001 Green Pine Blvd.
West Palm Beach, FL 33409
21 June 1992

Rhona Singer
110 Flagler Promenade
West Palm Beach, FL 33405

Dear Rhona:

The school year has ended and I'd like to take this opportunity to thank you for all that you did for Yoni. His initiation into an American school was made easier by having a teacher who was so tuned in to his needs.

When Yoni chose chess as his elective I don't think he knew what he was getting himself into! He had a working knowledge of the game before starting your class. But, what he came away with at the end of the school year was much more than chess. Not only did his game improve, but there were "side effects" of chess. His level of concentration improved as did his understanding of cause and effect. You worked with him; worked him hard; and made him think.

In addition, he learned how to use the library. Your lessons gave him invaluable knowledge that will help him in years to come.

Thanks for keeping me abreast of what was happening in class and for taking the time to talk with Yoni personally from time to time. It was very helpful.

I know that you will have a wonderful summer vacation.

Yoni and I were saddened to hear that you will not be returning to JCDS. We wish you well in your future endeavors.

Sincerely yours,

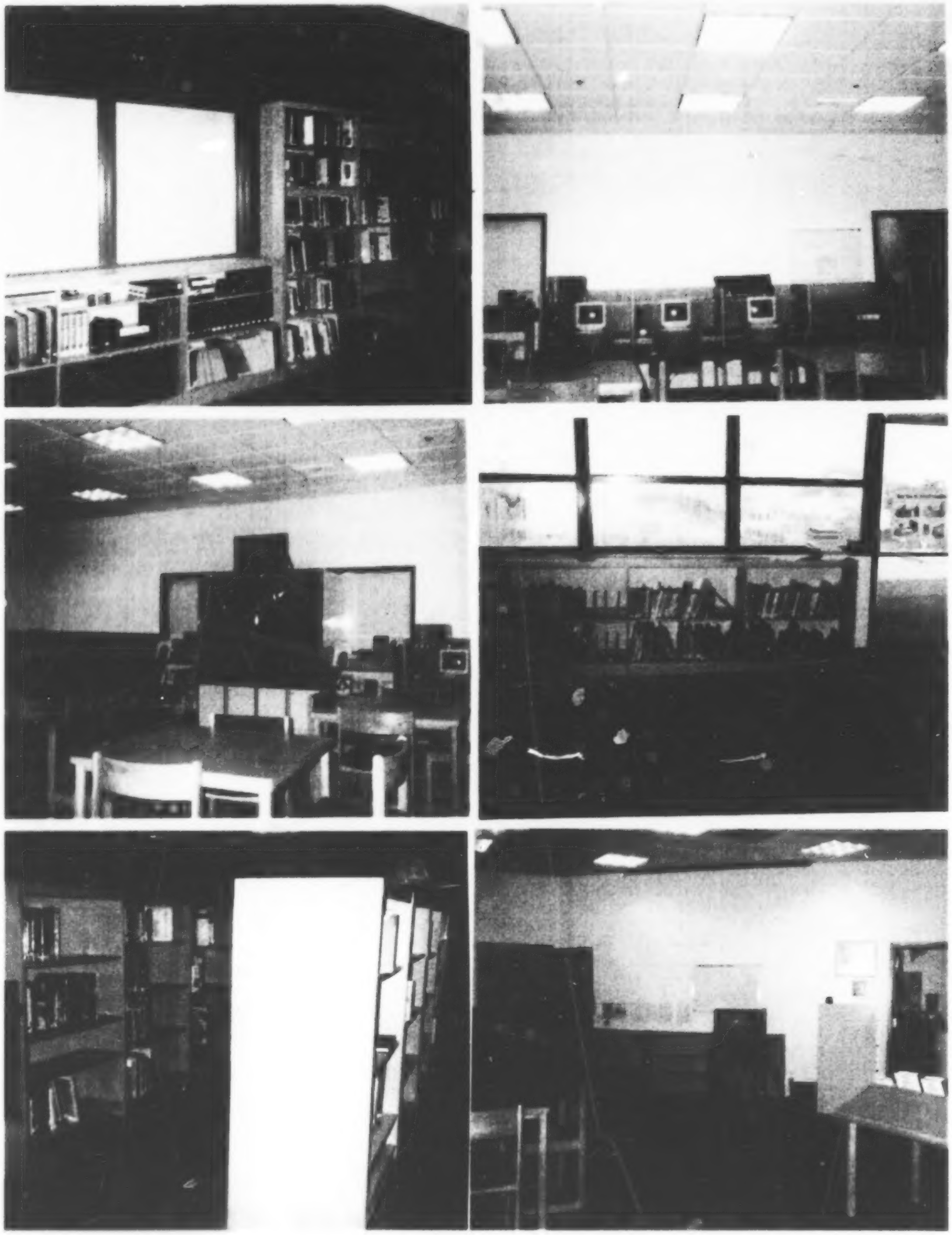
Peggy

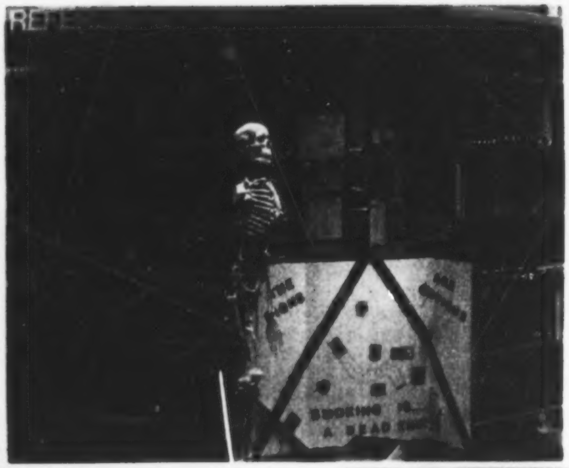
Peggy Kroll

cc Mrs. Alexa Radd

APPENDIX U

PRE AND POST PHOTOGRAPHS OF MEDIA CENTER




REFE
THE BONES
SMOKING IS
A DEAD

HATS